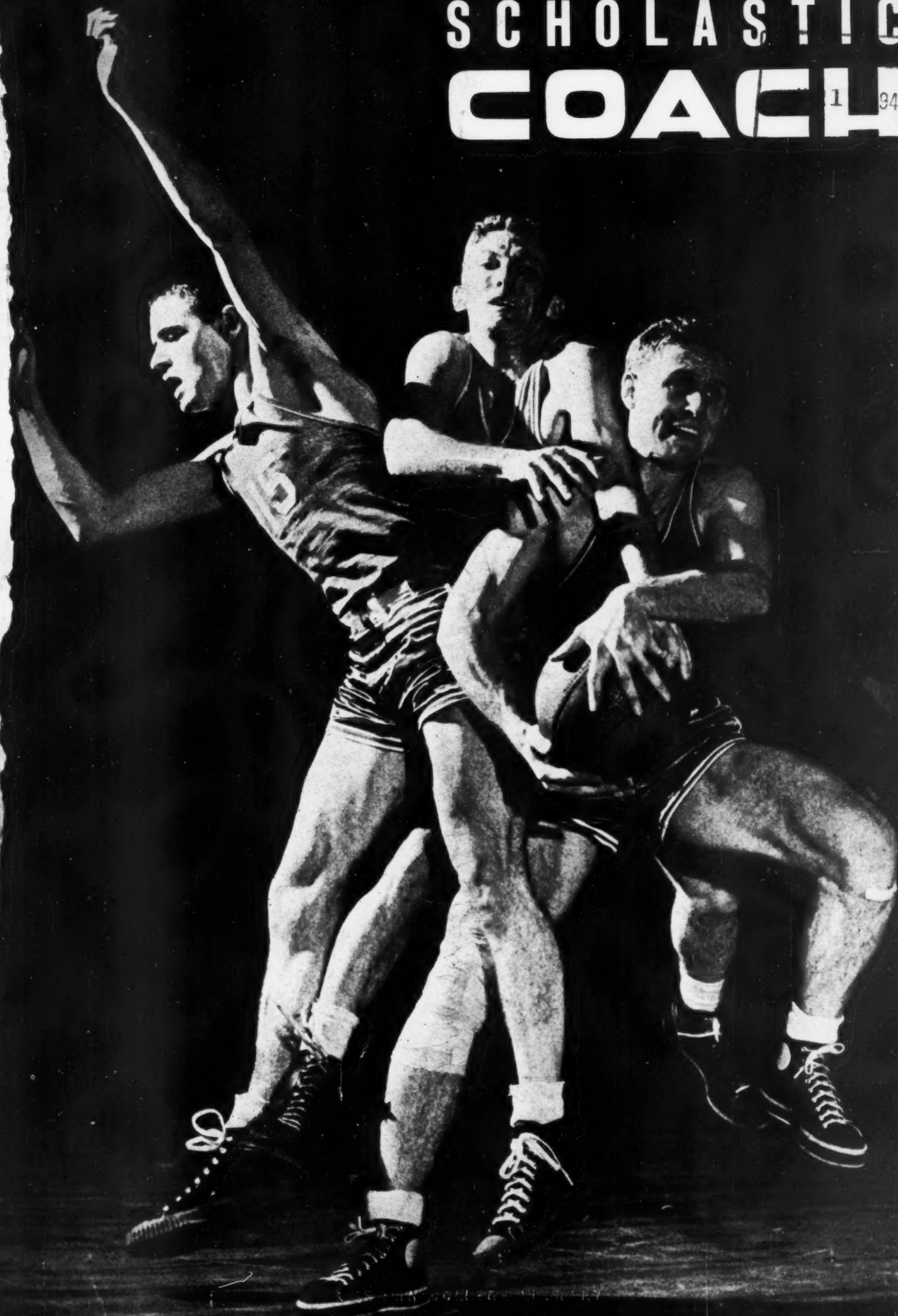


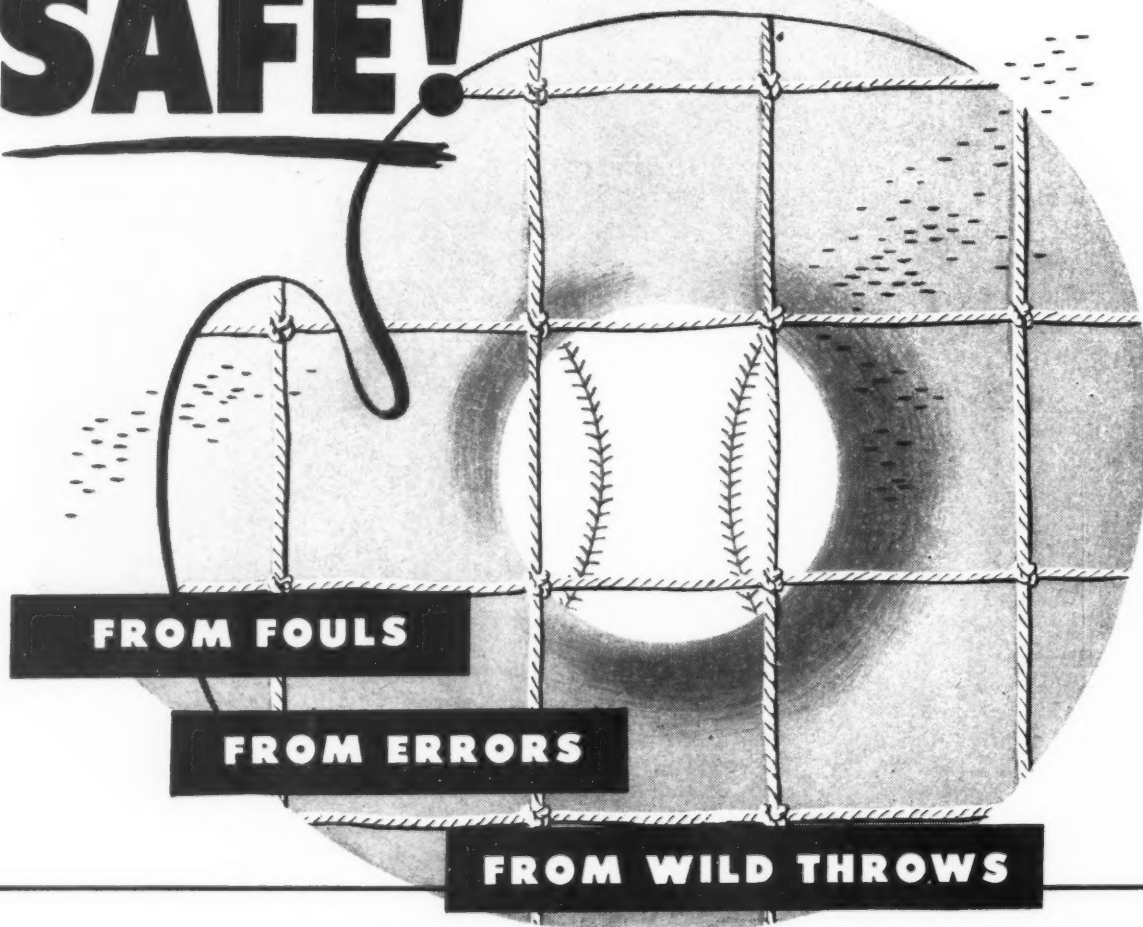
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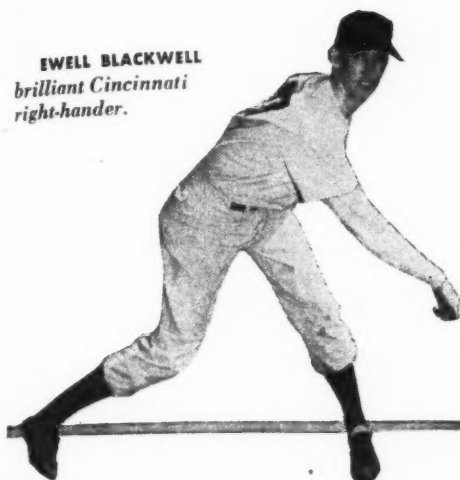
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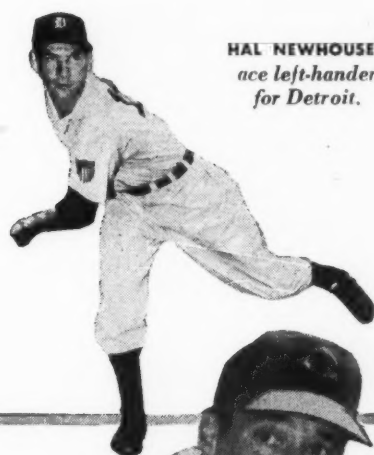
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VOLUME 17 • NUMBER 6 • FEBRUARY

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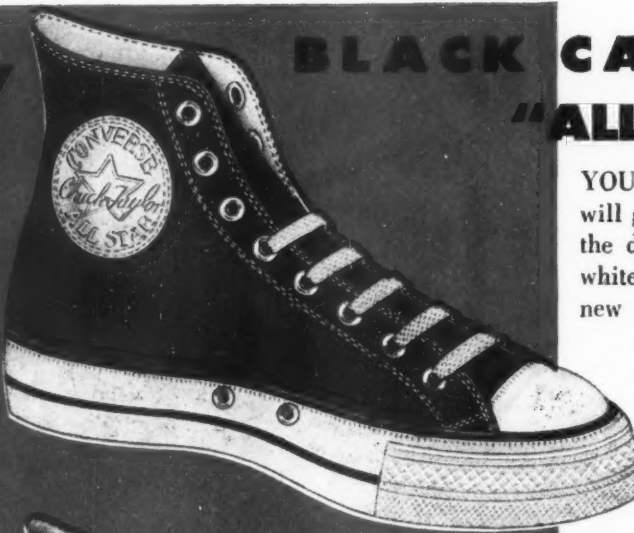
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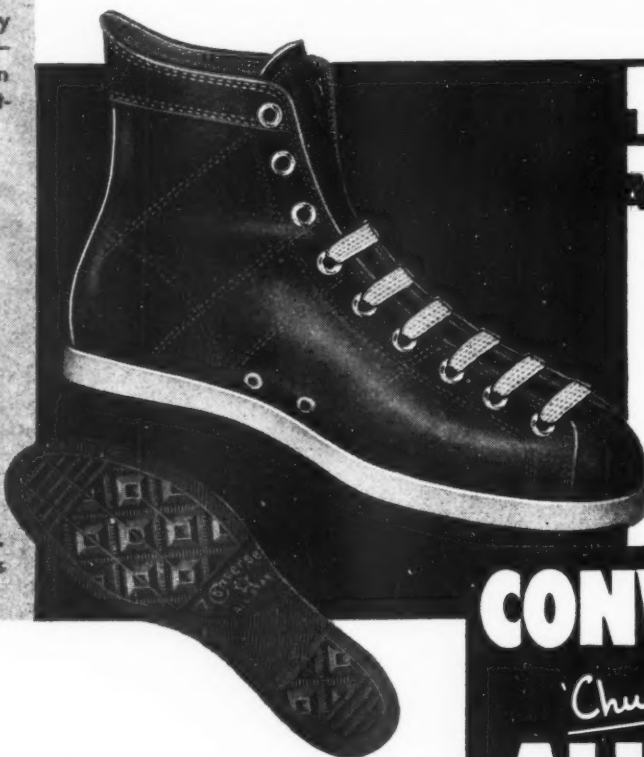
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Lament for a fading beauty

LIKE everybody else with a normal share of red-blood corpuscles, we get a big kick out of watching our basketballers career up and down the court in perpetual motion. The rule doctors have pumped a lot of action into their baby, and the paying public loves it.

We lament only one thing—the fading beauty of the pattern offense. Once basketball's crowning glory, today it is something of a joke. You see it for about the first five or six minutes of a game. Then, presto! The rat-race begins. A team jumps off to a five-point lead and the opponents promptly bounce their carefully planned offense out the window.

Why not? Baskets are so cheap no one has the patience to work for them. The patterned route is too slow. The boys rush the ball up the court, heave it up with one hand, slam under for the rebound—and it's every man for himself.

When the fast break fails, the big man drops into the bucket and the others form some vague geometric design on the outside. The ball is whipped around haphazardly until it can be fed into the bucket. Thereupon the big man will pivot around and shoot or, less often, pass it off to a cutter.

Call this "pattern" if you like. We call it "organized chaos." And everybody is doing it. The five best teams we've seen this season—Bowling Green, Kentucky, Texas, St. Louis U., and N.Y.U.—all attacked in this fashion.

Don't get us wrong. Each team was drilled to perfection on the fast break and handled the ball with rare eclat. But few of their points culminated from preconceived plays or patterns. They made them on hard driving and individual brilliance.

Significantly each of these teams was built around a center 6-7 or better. That's one of the curses of the modern game. You need a bean-pole to assure your share of the rebounds. The boys shoot so

freely that the ball is floating around loose half the time. And unless you can grab most of these rebounds, you're not going to win most of your games.

We feel that if basketball could be slowed down a bit, it would make for a sounder game. How can this be done? The best suggestion so far—even though it's an oldie—is to have the official handle the ball after every score until the defense can get set.

That would decelerate the tempo, all right, even if it would raise two slight problems. First, it would encourage the offense to pile under the boards after a shot. With the ref handling the ball on converted shots, there would be less need for backcourt strength against enemy fast breaks.

Second, and more important, the delay under the hoop would be to the advantage of the goon center—giving him a chance to catch his breath before falling back on defense. Naturally this would make it tougher to "kill" him by constant running—a stock weapon against the big boys, few of whom are blessed with stamina.

Objections notwithstanding, we'd like to see the rule given a trial.

TWEET, TWEET

ARE the boys in the striped shirts tooting you out of your mind these days? Back here in the East, they have become a terrific pain in the ear. They never seem to stop blowing their demoniacal little noise makers. Forty, even 50, fouls a game are quite commonplace, and we actually witnessed a game in which 64 brutalities were called!

Many of our toot-crazed coaches are blaming the officials for the excessive fouling. They imply incompetence and demand more stringent examinations for the whistlers.

Other coaches claim that the intensified fiving occurs only in intersectional games, and is due to the different interpretations of the rules.

Neither argument stands up too well. The officials this season are the same boys who called 'em last season. And if they were deemed competent then, they can hardly be considered incompetent now.

As for intersectional games, the business has been going on for years. If anything, the various sections of the country are now closer together on the rules than they ever have been. So you can't blame the increased fouling on that.

We think the fault lies in the game itself. With players whipping up and down the court like frightened grain traders, driving all the time, a lot of fouling is bound to occur, especially since less and less time is being spent on defensive practice.

The big boys also contribute to the shambles. Try stopping a 6-8 monster without resorting to hacking, tugging, pushing, and elbowing.

That extra fifth foul could also be a factor in that it has given a lot of boys a more careless attitude towards fouling out.

Matty Begovich, a top Eastern official, has a couple of suggestions to reduce the tooting nuisance. He recommends a delayed whistle on shooting attempts, so that a shooter fouled at the start of a play could complete it without being interrupted by the whistle.

If the shot is missed, the whistle is blown and the foul called. If the shot is made, the whistle is muted.

The delayed whistle would help, but not enough to make a marked difference. At best it would save a half-dozen toots a game. That's about all the three-point situations that normally occur.

Begovich's second proposal is a tweet of another color. He recommends that the offensive team retain possession after a foul shot, whether made or missed.

This certainly would put the fear of god into the defense, making them extremely cautious about throwing their weight around.

(Continued on page 57)

Phil Cavarretta says:

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

WATCHING the snow swirl and drift over his priceless board track, the average high school track coach mutters to himself, wraps his windbreaker closer, and with all available help, starts to dig his track out.

His more fortunate brother practicing indoors in an armory or arena, contemplates a workout with a skeleton squad, thanks heaven for being indoors, and goes to work.

Both of them know that a winter like the one we're having means more than immediate discomfort; it means trouble ahead in the spring.

Those high white mounds on the spot where our board tracks stood so brown and inviting yesterday, may be a discouraging sight. But they can be cleared rapidly. Not so with the cinder track buried under layer after layer of snow as one Eastern blizzard follows another.

Any foresighted track coach must realize that a severe winter can wreak havoc with his plans for spring track. This is especially true of squads which look forward to such early meets as the Penn Relays, the Drake Relays, and the like.

Here in the East our indoor track season reaches well into March, ending with such traditional meets as the Greater Boston Interscholastics, the Bowdoin Interscholastics, and similar meets in New York and Philadelphia.

Boards to Cinders

From then on, most of us must prepare for the switch from the 300 to either the 220 or 440, from the 600 to either the 440 or the 880, and from the 1000 to either the 880 or the mile.

There must be the change from the leather-covered shot to the metal ball, from a board take-off to a ground take-off in the high jump. Our sprinters, so adept at holding that one step lead over 50 or 60 yards, must now be prepared to fight off the challenge for 100 yards.

For some boys this will be a happy transition, but not so for others. That five points so secure in the 50-yard dash can no longer be counted upon in the 100 yards. The boy who could just hang on for victory in the 300 must be dropped to the 220. New problems force themselves upon the coach and all cry for immediate attention.

Entries are closing for the Penn Relays, the Drake Relays, that Patriots Day Invitation Meet. Our cinder tracks are soft and spongy

after their long heavy coating of snow. Hard work on soft tracks mean shin splints and more trouble. That three-week period of preparation for those early season meets has gone with the snow. Woe is me! . . . and you too!

Faced with an annual April 19th Meet and an occasional jaunt to the Penn Relays, as well as an even earlier dual meet as a conditioning test, I looked about for a solution.

The only answer seemed to lie in the indoor track program. Why not use the final three weeks of the indoor season to condition for the early outdoor meets?

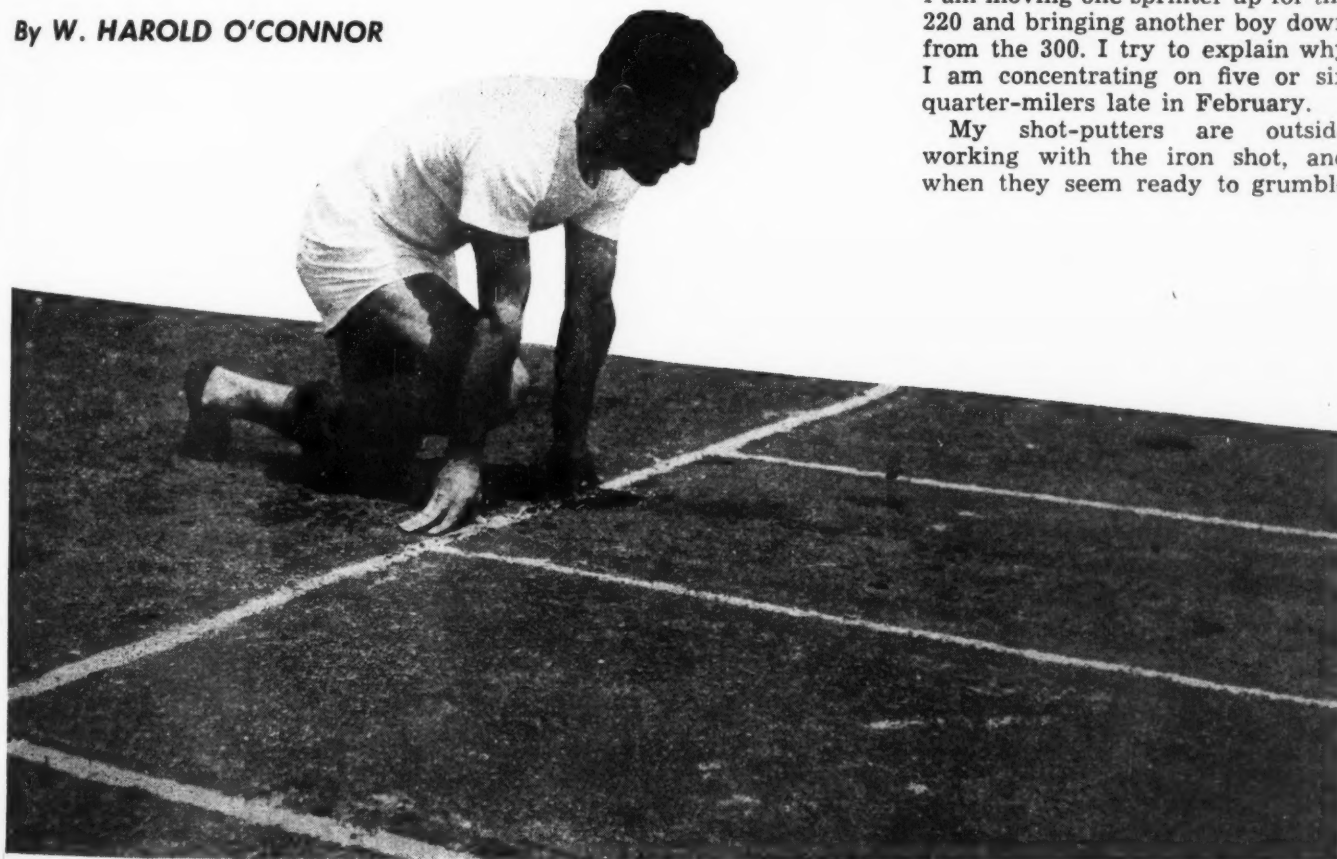
By late February most of the state championship meets are over. Even those coaches whose meets come later can map out a program that will not dull the edge of those boys ready for the big indoor test.

I like to start the switch late in February. About that time I begin to talk in terms of the outdoor meets. I want my boys to know that they are making the change.

I take the time to point out why I am moving one sprinter up for the 220 and bringing another boy down from the 300. I try to explain why I am concentrating on five or six quarter-milers late in February.

My shot-putters are outside working with the iron shot, and when they seem ready to grumble

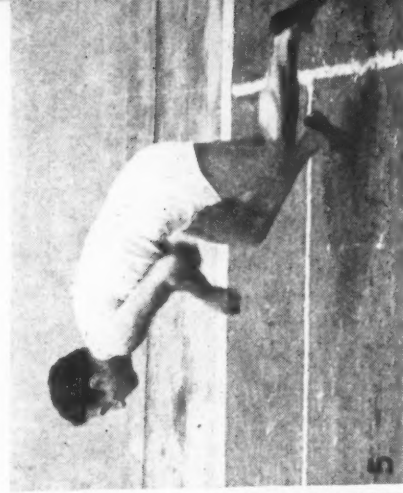
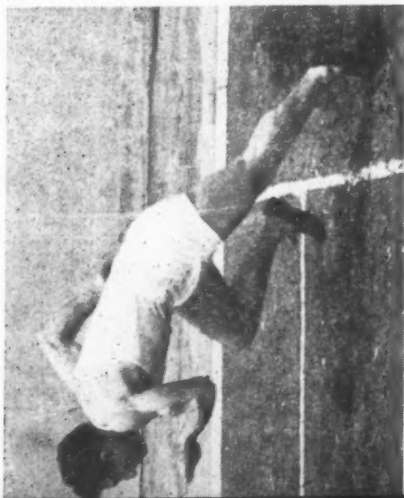
By **W. HAROLD O'CONNOR**



From "Sprinting" reel of Track and Field Series produced by United World Films

The Sprinting Start

... demonstrated by Joe Cianciabella, of Manhattan College

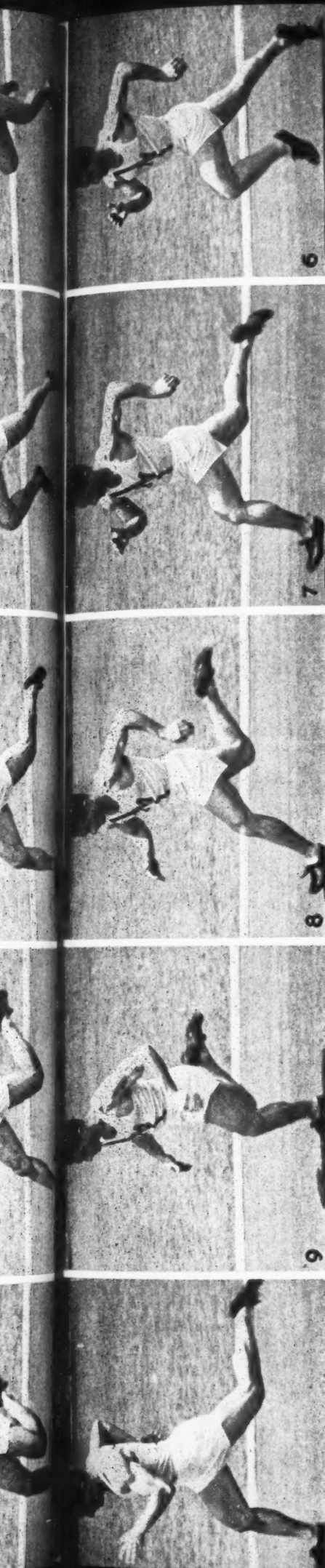


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I remind them that the weather on April 19 is often cold and blustery. Concord's Patriots Day Meet is a state tradition so the reminder usually quiets the grumbling, if not the teeth chattering.

As I watch my runners during the early indoor season I try to tab them for spots in my outdoor set-up. I do this especially with new members of the team, but my veterans also may be considered for possible shifts. I try to think in terms of whom I have lost and where my team needs to be strengthened.

I put my stop-watch to work and keep records to show the boys later when I suggest the change. The boys have grown to know my "little black book," and they are as interested as I am in the points it reveals.

Since our indoor practices are held under less than ideal conditions, some of my plans are difficult to carry out. However, when I have decided upon the boys who are likely to be my sprinters outdoors, I begin to build for the 100 and 220.

Their work begins to emphasize 150-yard and 300-yard distances. The stress may change from starts to closing bursts. Lack of space compels us to work with shorter distances than I would like, but we do as well as we can with plenty of straight-aways (a la George Eastment) until we can get outside on the cinders.

I try bringing my 300 yarders up to the 440 mainly because I am thinking in terms of the class relays at Penn, but also because I am sold on that distance as the basis for almost every distance from 220 to the mile.

If I have any 600 yarders with early speed, I generally drop them down to the 440. This is especially true if they are *tall* and *slim* as well as fast. If they are the stocky, barrel-chested type, I move them up to the 880.

I know some of you will immediately say that Val Muscato who won the national indoor 440 for Concord High last year, is of the latter type. That's true, but if there had been a national interscholastic 600, he would have been in that rather than the 440.

When I turn my attention to the 1000-yard men, I pick those who can do the best quarter miles and drop them to the 880. This plan may have its weak points, but I have noticed that it pays off in the early season meets, especially against teams who have not had the benefit of indoor work.

Indeed, I have found it helpful

in picking my teams for the Penn Relays. The boys in the 1000 who have had cross-country in the fall and who show ability to carry good speed over distance, become my milers outdoors or join those who have been running the mile indoors.

I believe in trying to secure team balance so that my outdoor team may differ sharply from my indoor team, especially in the mile run. During the latter part of the indoor season these boys get plenty of work at 1¼ miles. I feel that their work at the 1000 has given them speed background that will pay off in the early meets.

My indoor milers find the emphasis on the quarter and the half. The idea is to put pressure on those milers not in good condition for the April meets.

We have no facilities for extending our hurdle distance indoors. If we did possess them, I would have my boys going over seven or eight hurdles rather than three or four late in the indoor season.

JUMPERS OUT EARLY

I like to get my high jumpers outside as early as possible because some high jumpers find the change from the boards to turf or cinder take-off hard to make. Many boys who do not do well indoors are timid about landing on mats. They do much better in the soft landing pits outside.

Better keep that in mind when you prepare your pits in the spring. Make them deep and soft. A boy who isn't worrying about landing can relax. Relaxation means better jumps.

In planning your relay teams, you may want to change the type of pass from the sprint style so often used indoors to another more suitable for outdoor distances.

While you may have no place to do any pole-vaulting indoors, this is the time to get your vaulters working on rope climbs, hand-stands, and sprints.

Wool bags filled with sand or sawdust and stacked in a corner, may serve as targets for javelin practice on form.

A sturdy board platform can be marked for the shot or hammer circle, and you won't hurt the implement or the snow by throwing into the drifts from the platform.

No issue of *Scholastic Coach* during the track season would be complete without a gem from W. Harold O'Connor, track coach at Concord (Mass.) High School. A *Scholastic Coach* contributor of long standing, he can always be counted on for a sound, helpful treatise on some phase of track needing exploration.

Offensive Baseball

BASEBALL offense embraces five fundamental considerations: conditioning, batting, bunting, running, and strategy.

A good-sized chapter could be written on each of these components, without exhausting the subject by any means. To "score" all five components in a single turn at bat requires some artful place hitting.

The author, hence, will strike at the salient points of the subject material, concentrating on fundamental skills, especially as they apply to the high school player.

CONDITIONING

1. Eyes—most important factor to a player from grade school up to the big leagues. Rest the eyes at every opportunity. Limit reading on moving vehicles such as trains and cars. Have good light for all reading. Study rules of eye hygiene.

2. Legs. Most high school players, being young and constantly active, will have no trouble with their legs. But they should be impressed with the necessity of always keeping them in top condition. Plenty of exercise during the off-season is the best way to keep the legs and wind in shape. Do plenty of walking.

3. Wind. Excessive smoking not only harms the lungs but can also play havoc with the eyesight. Avoid tobacco.

4. Practice, practice, and practice.

BATTING

1. Adopt the stance most comfortable and effective for you. There is no stereotyped style. A coach should never change a stance unless a batter's weakness stems from a faulty position.

Some coaches make every player stand the same way, hold the bat the same way, and swing alike. This is a mistake. The coach should remember he is dealing with individuals, not machines.

2. Keep well back of the plate,

By **ED STARUK**

neither crowding it nor standing too far away from it. This will give you a better chance to hit curve-ball pitching, since it permits you to see at least a portion of the curve after the ball breaks. (Some coaches prefer the batter to stand well up in front of the box against curve-ball pitchers, to meet the ball just as it breaks.)

3. Be relaxed. Don't grip the bat too tightly, and don't wave it to stimulate confidence. Hold bat well back with elbows and arms away from the body.

4. Keep shoulders level. By dipping the shoulder nearest the pitcher, you will hit into the dirt. By dipping the rear shoulder, you will pop up.

5. Swing on a level plane, snapping wrists at moment of contact. This is what makes good hitters. Practice the wrist-snap constantly.

6. Try to meet ball slightly in front of plate with the woody part of the bat, not the handle or end. Concentrate on meeting the ball. Don't worry about where it will go.

7. Keep your eyes on the ball from the moment the pitcher gets on the mound. Let nothing distract you. Have confidence. Let the pitcher and his eight fielders worry about you.

8. Follow through after meeting the ball. Do not watch its flight. Drop the bat and leave the box instantly. The first few steps are more important than the last desperate stride to beat the throw. A fast start will add many points to your batting average.

9. When waiting your turn at bat, study the pitcher and catcher.

10. Slumps are usually caused by over-swinging, pressing, and over-striding. *Remedy:* Shorten stride, cut down on swing, and don't try too hard.

11. Place hitting is perfected only through constant practice. If you want to hit through second base on a steal, step in that direction

and poke at the ball. A wide pitch facilitates the job. All you need do is reach out and poke the ball in the desired direction.

On inside pitches, you must back away from the ball and place it towards the right. Otherwise you will hit easy handle grounders.

12. On all grooved pitches through the middle, step directly at the pitcher to get your entire power into the swing.

13. Batting practice. Always start out by just trying to meet the ball. Do this until you develop your timing. Never hit at bad balls in practice. The habit will persist in games.

In 1946 our rival pitcher for the city title was big Al McEvoy of Brooklyn Prep, a boy with tremendous ability who is now at Holy Cross. His forte was a zipping fast ball which most players swung on too late.

For the entire week preceding this important game, I worked my fast ball pitcher, Danny Caccavo, a southpaw like McEvoy, and big Frank Donovan, my lefty first baseman, in batting practice. Donovan closely resembled McEvoy in size and had a very strong arm.

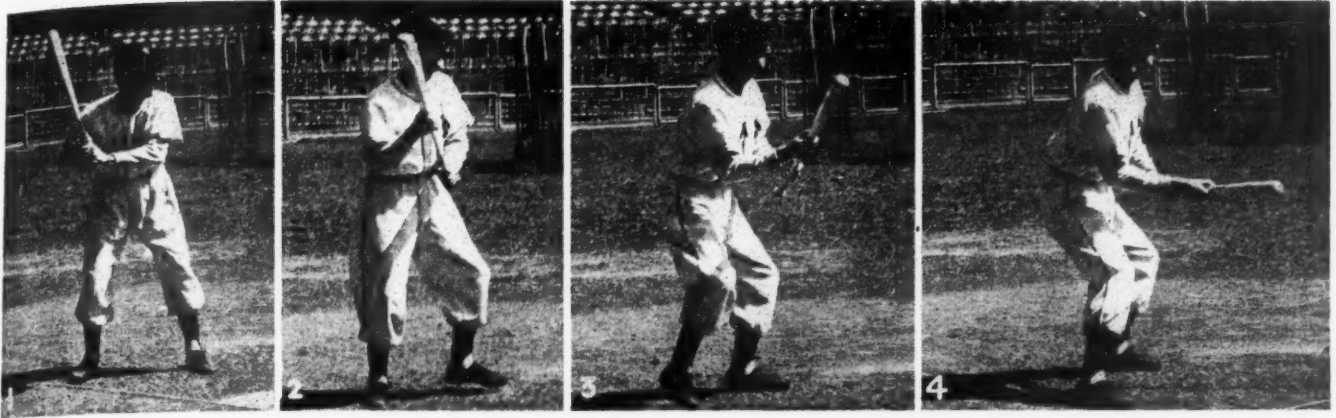
ABBREVIATED DISTANCE

I had both boys throw their hardest at our batters—from 50 feet out! At first our boys couldn't touch the ball. But as the week progressed, they started slapping more and more fast pitches for hits. When we moved the pitchers back to their normal position, it was practically impossible to get a fast ball past our hitters.

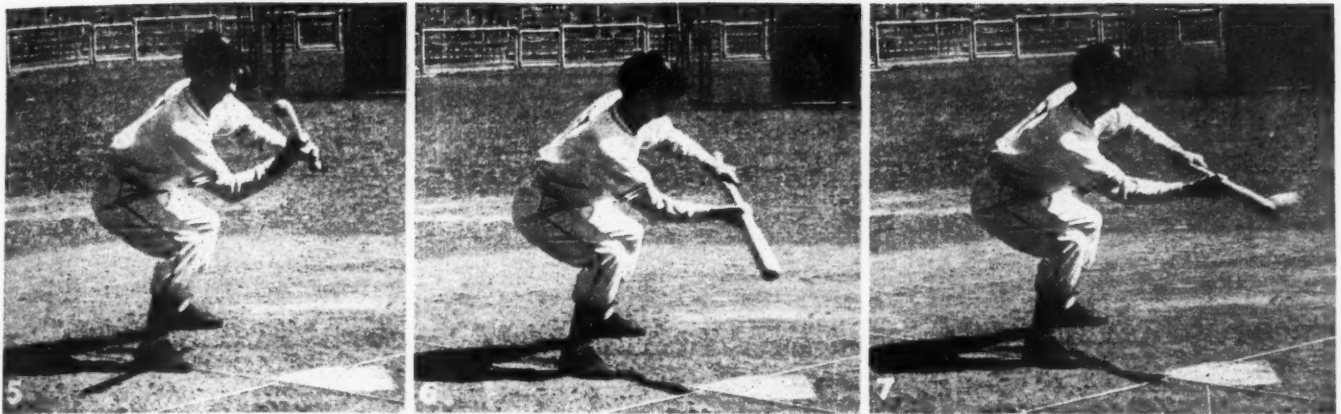
We didn't get too many hits off McEvoy, but we did get a good piece of the ball on nearly every trip to the plate. The final score was 7-3. Power. (To give McEvoy his due respect, I'd like to add that he worked with an arm that was not in the best of condition.)

The big advantage of such batting practice lies in the fact that once your batters start hitting a

SACRIFICE



Demonstrated by Travis Jackson, Giants coach, one of the finest bunters of all time.



EXCLUSIVE **SCHOLASTIC COACH** PHOTOS

PUSH BUNT



Jackson slides his hand up and actually is on his way to first when he meets the ball.



fast-baller's Sunday pitch with authority, he will often lose his poise and confidence.

BUNTING

1. On sacrifice bunts, take your ordinary stance in the box. As the pitcher winds up, turn three-quarters of the way around to face him. Slide the right hand up to about the trade mark and grip the bat lightly. Keep the left hand near the end.

2. Do not jab at the ball unless you are trying to push one past a pitcher who comes off the mound too fast. Your left hand holds the bat, the right hand steers it.

3. Stand at most eight inches from the plate and lean over so that bat covers the entire surface.

4. Just raise or lower the bat as the pitch dictates. Don't aim for the foul lines. Try to place the ball about four feet inside the lines.

5. Make sure the ball is a strike before offering at it. Don't worry about reaching first safely. The idea is to advance the runner. So don't leave the box hurriedly. Always keep your eye on the ball.

6. Squeeze bunts. Don't worry about the direction of the bunt. Just lay the ball down gently anywhere in the infield. The runner should score as long as the ball is bunted.

7. Drag bunts. Effective against infielders who play deep and against pitchers who are not too fast either with their pitch or with their fielding.

FAST START IMPERATIVE

Get away quickly. This is the hardest type of bunt to lay down and to control. It takes years of practice. We use it only when a defensive weakness gives us a good chance to get away with it. It is also a good weapon with which to pull a deep infield in.

8. A high school bunter's main worry is getting a finger split through holding the bat at the trademark. This will never happen as long as the player keeps his eyes on the ball.

Last year we had many new players, most of whom had never bunted before. Yet in 15 games we squeezed across 30 runs and got many hits through the proper use of the bunt. In the 1946 city championship, we scored three of our seven runs by squeeze bunts.

My players now relish the idea of bunting. They realize that against a pitcher who is difficult to hit, they can always hope to bunt a couple of runs across.

9. Bunting practice. I get a pitcher with a fast ball and good control and place him about 52 feet from the batter's box. He throws and my players bunt, while I correct faults as they occur. If a boy can consistently bunt from 50 feet, he will have that much more confidence at 60 feet.

RUNNING

1. Leave batter's box instantly; don't follow flight of ball.

2. Practice making turns so that you run on a straight line between bases. Many high school runners traverse too much ground on extra base hits and even on steal attempts.

3. Watch the coaches, not the ball. Your job is to set sail, tag the bases, and follow the coaches' orders.

4. Equip the coaches with signs that the players can easily understand. Even in college ball, you'll find many runners hanging hesitantly between the bases because the coach hasn't given a clear "go ahead" or "stop" signal. They are forced to look for the ball and decide for themselves. This hesitation loses games.

5. Proper sliding is hard to teach in high school because of the lack of facilities. The only printed advice I can offer is to throw your body away from the bag and hook the base with your left foot. If the play is close, go straight in, since the hook slide takes a moment longer.

6. When "caught in a pickle," try to break out quickly. Fake in one direction, whirl and go the other way. Head straight for the receiver's glove. The worst that may happen is that you will be hit by the ball. You will never be hurt as the play is in close quarters and the ball won't be thrown too hard.

7. Always touch every base. If you fail to touch one, do not lunge back at it unless the ball is removed from the vicinity. This applies mainly to home plate. If you miss the plate and the catcher has the ball, walk casually away. After he gets rid of the ball, saunter over and touch the plate.

8. In attempted steals of second, much depends on the size of the lead you can obtain. Once the pitcher's shoulder is raised toward home or once he makes any other motion which would constitute a balk if halted, set sail for the base.

9. Run hard in a straight line. Do not watch the throw. The only time not to slide is when you positively hear the coach tell you to hold up. However, once you start your slide, do not stop. Nearly all

broken or twisted ankles are caused by the runner attempting to halt a slide which he has started.

10. On squeeze bunts the runner on third should be within 20 feet of the plate when the ball is bunted, to assure the success of the play. Before actually breaking for home, the runner should give a good fake towards the plate, then return to third. Hence, when the runner really breaks for the plate, the pitcher will believe he is faking and will not throw for the batter's head as most pitchers are instructed to do in squeeze situations.

Once the players learn how to bunt, it becomes easier to delay the start for the plate and thereby hide your intentions longer.

11. Getting a lead. Always have your weight evenly distributed on the balls of both feet. Get a lead that will worry the pitcher and at the same time minimize the danger of getting picked off.

12. Never cross the legs when off the bag, or you will lose control of your weight. In getting a lead or in making your turn around a base on a hit to the outfield, always use shuffling, dance-like steps, so the weight is evenly distributed and you are ready to go in either direction.

STRATEGY

1. Signals. We use a set of simple signals, sometimes employing two or three sets during the game. By a simple motion, we can switch from one to another. Battery signals are also simple, since sign stealing is dangerous in high school ball. Even if accomplished, most players haven't the experience to exploit it properly.

We ourselves never try to steal signs from a catcher (except for pitch-outs), as we don't believe in giving our players too much to look for and think about.

2. Batting. I am a firm believer in "taking" a lot of pitches, especially when the opposing pitcher lacks control. With none or one out and one ball on the batter, he will often take a strike. With three and nothing, he may take two strikes, except if there are two outs and a runner on second or third. Or if a man is in scoring position and a weak batter is up next.

However, if a pitcher starts grooving the ball when behind the batter, we go for hits. I believe in high school and college ball, a walk can be as effective as an extra base hit, because a walk can often be followed by a stolen base, wild pitch, or passed ball. Besides, walks have a tendency to demoralize the

(Continued on page 67)

By LAURENCE E. MOREHOUSE
and PHILIP J. RASCH

Weight Training

BOYS who have put in about three months on the exercises in Section 1 (see December issue) or who have had experience in strenuous athletics, may advance to the exercises in Section 2.

The weights here are deliberately set low. The boy may begin with greater weights if he can handle them comfortably. But, as in Section 1, he should start with six repetitions in the arm exercises and 10 in the back and leg exercises, working up to 12 and 20, respectively.

In the arm exercises, he should add five pounds and start over. In the leg and back exercises, he should add 10 pounds and begin again. Caution: TRAIN, DO NOT STRAIN.

Section 2 embraces the following 14 exercises:

Two Hands Press (see Section 1).

Two Hands Curl (see Section 1).

One Arm Rebound Press: To develop triceps and deltoids.

Procedure: Hold dumbbell at arms' length. Lower it rapidly and let arm immediately rebound into another rapid press. Do not permit weight to strike shoulder.

Remarks: Free hand should be used to grasp a post or other rigid support. This gives body a solid brace and no energy is dissipated in balancing torso, as center of gravity is changed in raising and lowering weight. Such support is essential to proper performance of exercise.

Recommended weight: Beginner will find 15 pounds enough.

Two Hands Reverse Curl (see Section 1).

Side Press: To develop triceps, abdominal and back muscles.

Procedure: Hold dumbbell at shoulder height. Bend to side and at same time push dumbbell to arm's length. Return to erect position and repeat.

Remarks: Keep eyes on weight. This lessens danger of it getting away from you. Do not allow weight to sway backward or you may not be able to hold it and injury may result.

Recommended Weight: Start with 15 pounds. Considerable weight can be handled in this exercise, but coordination required and position taken may seem awkward at first. Do not attempt to handle a heavy weight until sure of ability to control it.

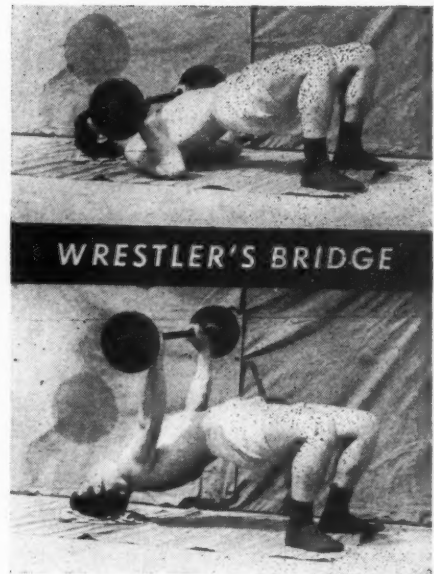
Straight Legged Dead Lift (See Section 1).

Lateral Raise: To develop pectorals, deltoids and rib cage.

Procedure: Lie on box or bench, arms outstretched, a dumbbell in each hand. Expand chest fully. Raise arms and cross them as far as possible while keeping elbows straight. Exhale as you do so. Return to starting position, inhaling as arms swing apart and down, and repeat. (See pictures on page 16.)

Remarks: Do not permit elbows to bend. Alternately cross right arm above left and left above right.

Recommended Weight: Start with five pounds in each hand. Amount



of weight which can be handled is quite small.

Wrestler's Bridge: To develop muscles of neck and of back.

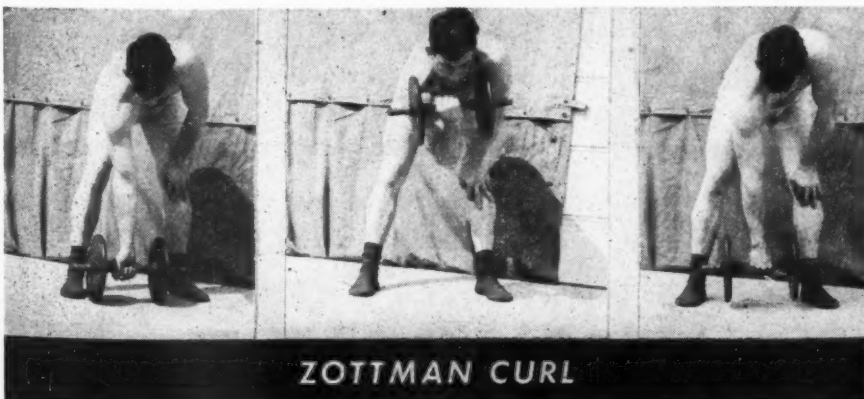
Procedure: Lie on back with barbell at chest, knees bent at right angles. Press weight to arm's length and at same time roll up on crown of head. Lower barbell to chest and shoulders to floor and repeat.

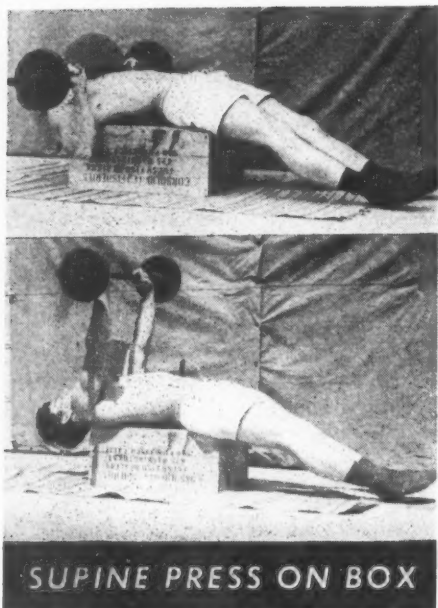
Remarks: This is an advanced exercise and weight should not be used until trainer has done considerable bridging without employing resistance. Sweat shirt or some other soft material should be placed under crown of head. Do not hold support position, as neck is developed by motion of rocking up and back, not by holding bridge.

Recommended Weight: Start with bar alone.

Zottman Curl: To develop biceps and muscles of forearm and upper arm in general.

Procedure: Bend over so that left hand rests on left knee and right hand grasps dumbbell between legs, palm forward. Curl dumbbell to shoulders. Turn palm down and lower weight to floor. Curl weight to shoulders again, turn palm up and lower to floor. On each repe-





tition, continue alternating position of palm.

Remarks: Do not permit back to move upward; effort must come from arm. Do not permit elbow to move backward as weight is curled.

Recommended Weight: Start with 10 pounds.

Rowing Motion to Abdomen: To develop latissimus, trapezius and deltoids.

Procedure: Bend over at waist so that back is parallel to floor and a barbell is held at arms' length. Pull weight to middle of abdomen, lower and repeat. Keep arms close to sides, not extended as in Rowing Motion to Chest.

Remarks: Do not allow upper body to move up and down with movements of weight; keep it parallel to floor. Knees may be slightly bent if this position is more comfortable.

Recommended Weight: Start with one-quarter of body weight.

Deep Knee Bend: To develop chest and muscles on front of thighs.

Procedure: Place barbell on shoulders in back of neck. Take three deep breaths. Hold last one and squat. Return to erect position, expel breath, take three more deep ones and squat again.

Remarks: Note that feet are flat on floor. Some beginners may have trouble reaching this position. They should squat until thighs are parallel to floor and then return, coming back with a rebound instead of holding parallel position. Leg muscles will eventually lose some of their tenseness and it will become possible to do a full squat. Squatting on toes is not desirable in training with weights as it is difficult to retain balance in this position and injury may result.

Do not use more than body weight when emphasis is on chest development, as more weight will tend to cramp chest and prevent expansion of rib cage. If emphasis is on leg development, weights as heavy as desired may be used and special method of breathing previously described need not be employed. Do not hesitate to breath through mouth, since this exercise is very strenuous. Follow it with two arm pullover.

Recommended Weight: Start with half body weight.

Bent Arm Pullover on Box or Bench: To develop deltoids, triceps, pectorals, serratus, latissimus, and upper part of rib cage.

Procedure: Assume supine position on box or bench, with weight directly behind head. Bend elbows slightly so that weight is about six inches closer to head than it would be if arms were straight. Pull bar over until it rests on thighs, keeping elbows bent. Exhale as you lower bar to thighs and inhale as you again raise it overhead.

Remarks: This is an advanced form of Straight Arm Pullover, but

there is no danger of strained deltoids or elbows. Start with hands about 10 inches apart. After you have done third of repetitions planned, shift hands to about 18 inches apart. Do last third with hands about six inches apart.

Recommended Weight: Start with 10 pounds.

Supine Press on Box or Bench: To develop triceps, deltoids, pectorals, and serratus.

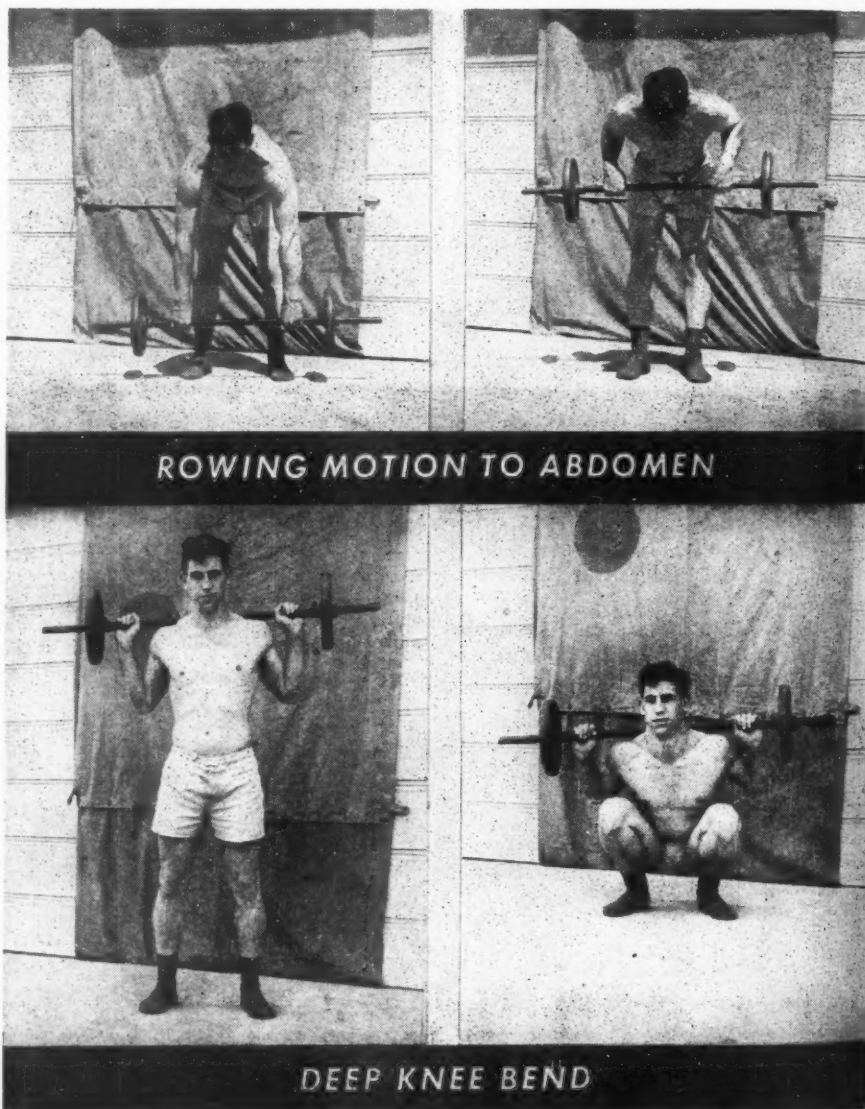
Procedure: Lie on back on box or bench, holding a weight on chest. Press weight to arms' length, lower to chest and repeat.

Remarks: This is an advanced form of Supine Press lying on the floor. As it permits elbows to drop lower, it demands greater effort in pressing weight.

Recommended Weight: Start with one-quarter of body weight plus 10 pounds.

High Pull Up: To develop trapezius, deltoids and pectorals.

Procedure: Stand erect with barbell resting against thighs at arms' length. Palms must be turned in and hands close together in center of bar. Raise bar to chin level, in-



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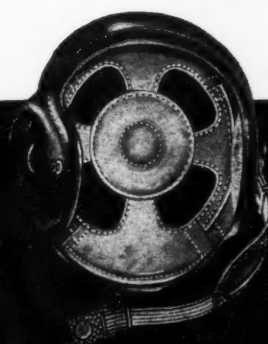
PLASTIC HELMET



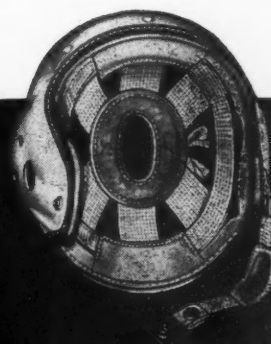
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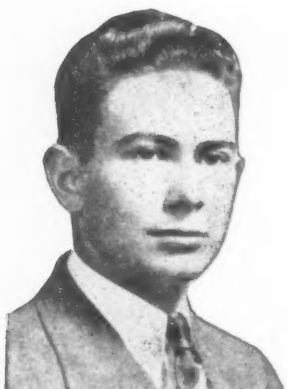
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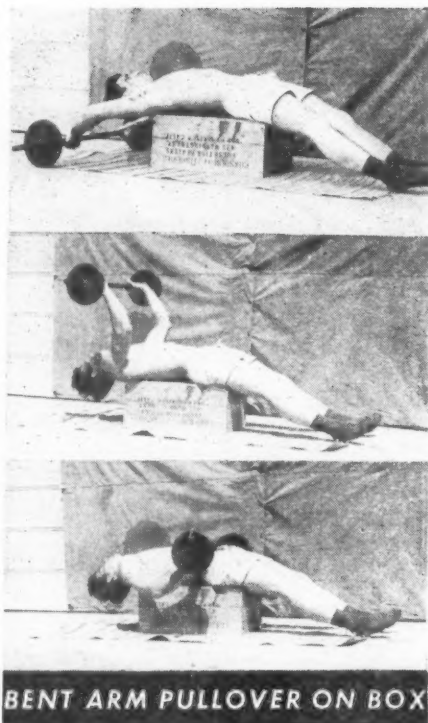
GENTLEMEN:

Please send me your aptitude test.

Name

Home Address

5-30



BENT ARM PULLOVER ON BOX

haling as you do so. Exhale as you lower bar to starting position. Repeat.

Remarks: Width of hands may be varied to affect muscles from different angles. Do not use knees or back to help lift barbell.

Recommended Weight: Start with one-quarter of body weight less 10 pounds.

Section 3 is designed for those who have worked with Section 2 for some time and who have learned how their bodies respond to exercise with the weights—hence can judge whether they are overtraining or undertraining. They have developed a considerable degree of strength, and now desire to follow a course which will produce the requisite muscular development for strenuous athletics.

Only six exercises are to be done: Two Hands Press; Two Hands Curl; Straight Legged Dead Lift; Rowing Motion to Abdomen; Deep Knee Bend; and Bent Arm Pullover on a Box or Bench.

Do the press five to seven times. Stop and rest a few minutes. Then repeat the exercise. Stop and rest a few minutes. Then repeat it a third time. Experiment with different methods of deciding the weight to be used. For example:

1. Start with a light weight and add a few pounds for the second and a few more for the third sets.
 2. Start with a moderate weight and use the same weight for all three sets.
 3. Start with a heavy weight and take off a few pounds for the second and a few more for the third sets.
- Only experience will tell which

is the best system for your particular case. Some may find eight to ten repetitions better than five to seven. Others might increase the number of repetitions and reduce the number of sets, or increase the number of sets and reduce the number of repetitions in each one.

Perform the curl in the same way.

On the dead lift, double the number of repetitions in each set.

The rowing motion should be done the same number of times as the press and curl.

Do the deep knee bend the same number of times as you did the dead lift.

The bent arm pullovers should be done following each set of deep knee bends, and should be repeated the same number of times that you did the other arm exercises.

After three months or so of this program, other exercises may be substituted to avoid monotony. For instance, substitute the supine press for the two hands press, the reverse curl for the curl, etc. However, keep the number of exercises done at six and continue doing them in sets as described above.

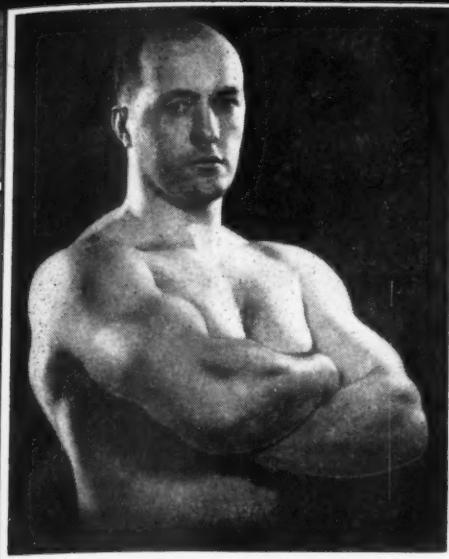
If a gain in body weight is desired (in addition to muscular development), attention should be given to increasing the food intake and the periods of rest. The food intake is best increased by eating one or two meals in addition to the regular three-daily meals.

This is the second of two articles on weight training for high school boys, by Laurence E. Morehouse, associate professor of physical education at the U. of Southern California, and Philip J. Rasch, Corrective Therapist at Brentwood Hospital. The first installment, covering an exercise program for beginners (Section 1), appeared in the December issue.



LATERAL RAISE





A personal message to America's Coaches
from **BOB HOFFMAN** . . . Coach of the
United States Olympic Weightlifting Team,
and President of the **YORK BARBELL CO.**

I want you to *prove to yourself* what **YORK BARBELL** training can do for your pupils

. . . therefore I make you this remarkable offer for a *limited time only*:

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For a quarter of a century, I have devoted all my time and effort to developing and *proving* scientifically what weightlifting through proper use of **YORK BARBELLS** can do for thousands upon thousands of my students.

The evidence is overwhelming! My library is jam-packed with albums of photographs, letters, and *unsolicited* testimonials testifying to what **YORK BARBELL** training accomplishes. You who deal with body-building every day can see for yourself what regular use of **YORK BARBELLS**, as directed by my training courses, has done to rebuild boys and girls, men and women, from physical mediocrity to vibrant physical perfection!

Today, throughout the world, **YORK BARBELLS** and the Bob Hoffman Training System and our magazine, *Strength and Health*, are bywords in the athletic world. People who use them are not faddists, but intelligent folks who have *proved to themselves* that weightlifting is *safe, sane, and sound*.

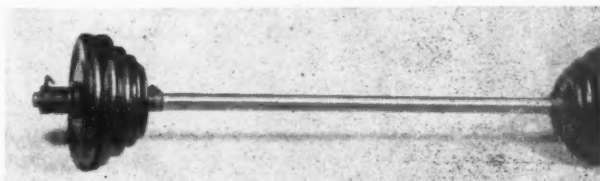
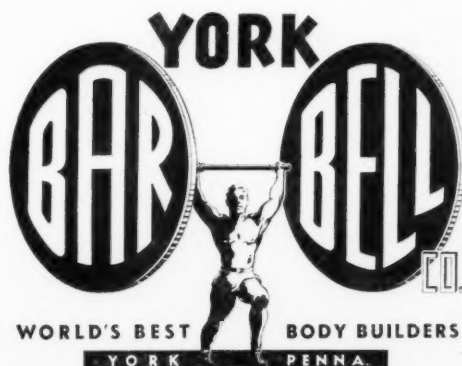
And yet, many high and preparatory schools and colleges have never seriously investigated the benefits of **YORK BARBELLS** in their gym classes, team training, and special exercise programs. I have decided there is only one way for you coaches to find out:

To every bona fide coach who will agree to use a set of our **YORK BARBELLS** with students of his or her own selection for our standard three-month Test Training Period, and send me reports on each student's physical development progress on simple forms I'll provide, I will send **ABSOLUTELY FREE** and **SHIPPING CHARGES PREPAID** a 100-pound set of our standard Simplex Barbells.

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Naturally, I cannot give away these Simplex Sets, which sell at \$16.95 each retail, to every coach in the country! I have set aside a limited number on a "first come, first served" basis. All you need do is fill out and mail the coupon below (*addressed to me personally*), or write me on your school letterhead.



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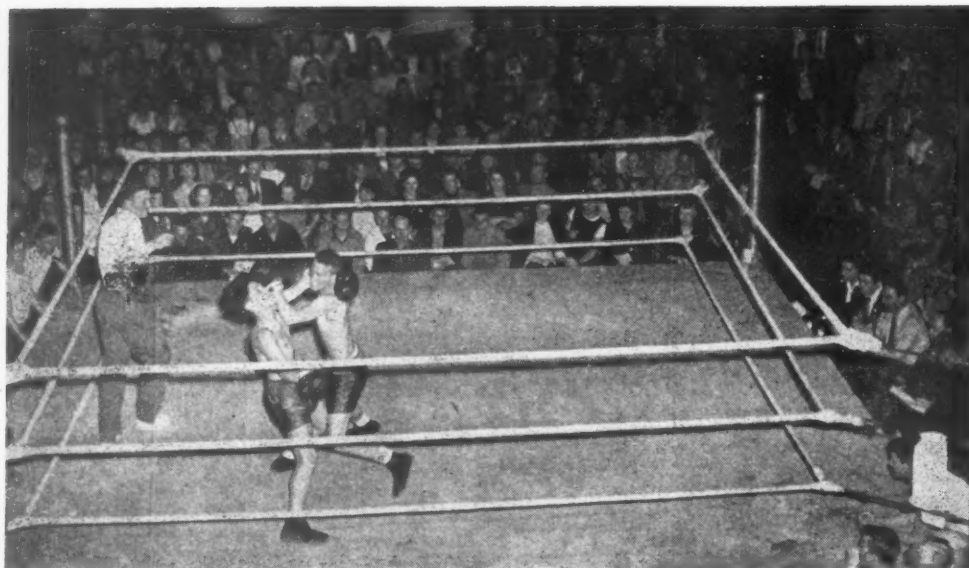
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By ARCH STEELE

High School Boxing

AFTER all these years, boxing is still persona non grata in most school athletic programs. In some communities, the sport is grimly barred. In others, it clings precariously to the hem of the program.

Why this odium? Simple. The professional game is so repulsively sordid that the average school administrator wrinkles his nose at the mere mention of the word boxing.

It's a pity, too, for boxing per se possesses a great deal of intrinsic merit. Schools with carefully supervised boxing programs report that the injury bugaboo is practically nil and that the sport contributes unusually fine physical and mental values.

The highly successful program at Lincoln Park (Mich.) High School serves as a perfect example of how a soundly administered boxing course may contribute constructively to the recreation and physical education program.

Lincoln Park sets aside four weeks every winter for elementary instruction in boxing. All in all, nearly 500 boys reap the benefits of this program. Each member of every gym class (50 average) is equipped with 16-ounce gloves and taught the rudiments of the game.

Every boy is put through a strict, daily conditioning routine. Calisthenics, shadow boxing, rope skipping, and bag work quickly develop a favorable muscular and mental tonus for boxing.

Each boxing fundamental is demonstrated, then explained, and

the group led to practice it. The making of a proper fist, proper stance, the left jab, and the basic combination of left jab-right cross-left hook, are included in the early lessons. A certain amount of time is also spent on various defensive maneuvers—blocking jabs, retreating, covering up, etc.

When the boys have progressed sufficiently in the individual skills, they are matched against each other. The instruction period is then climaxed with two one-minute rounds of combat. This provides the boy with the experience of defending himself and also builds up confidence in his ability to hand out and take punishment.

We are extremely careful to match the boys according to size and ability and to tutor them in certain defensive techniques, before permitting them to box competitively. The classes are brought along slowly.

The daily period of instruction works up to a smashing climax—the annual All-School Tournament. This tourney, now in its seventh year, plays an exciting part in the lives of our physical education students.

While the instruction is mandatory for gym classes, the tournament is conducted on a voluntary basis. The boys are provided with entry blanks which they may or may not fill out, as they choose.

They are then carefully examined by a physician and just as carefully screened to avoid any possibility of a mis-match. The boys

are paired and matched according to weight, height, age, and experience.

Extreme care is taken to offset the unfounded prejudice against school boxing. The parents of each entry are forwarded a letter explaining the proper care and guidance each boy is given, along with the entry blank that must be signed by the parent before the boy can participate in the tournament.

The letter is worded as follows:

Dear Parent:

Training for the 7th Annual Lincoln Park High School Boxing Tournament sponsored by the Athletic Department began Monday, February 17, under the direction of the Lincoln Park High School Physical Education instructors.

Each boy will have his own training period in gym class supervised by the instructor. The following equipment is at the disposal of the boys: striking gloves, heavy punching bags, boxing gloves, and skipping ropes. A variety of exercises such as calisthenics, shadow boxing, feinting, etc., are given for further development.

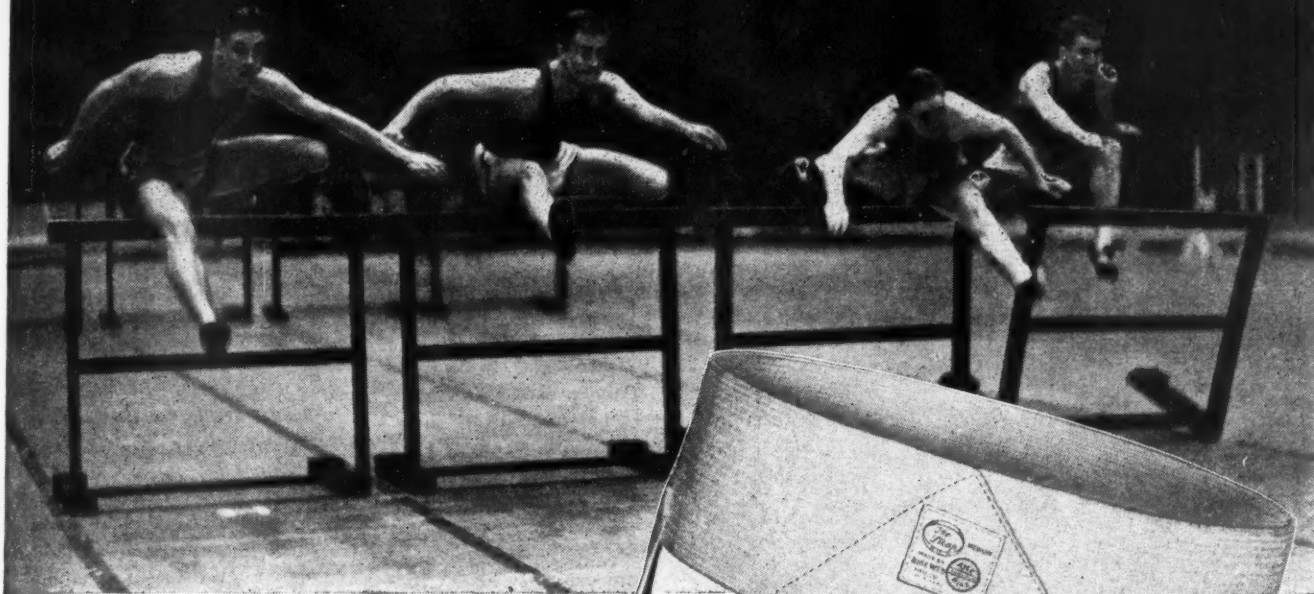
The boys will train each day for a month. This is ample time for conditioning work, as each bout will consist of three one-minute rounds. Every safety precaution will be used during the training and boxing period. The ring in which the boys will box will have a two-inch mat covered with canvas on the floor.

There will be different classes and first and second place medals will be given to winners and runner-ups in each division. All entrants will receive an emblem. A trophy will be awarded the most promising boxer of the tournament.

Each boy must have his entry blank signed by the parent or guardian before he will be allowed to compete. A physical examination by a doctor will be given each boy without charge.

We believe that this training is valuable to the boys, not only because it teaches them to handle themselves but also because of the

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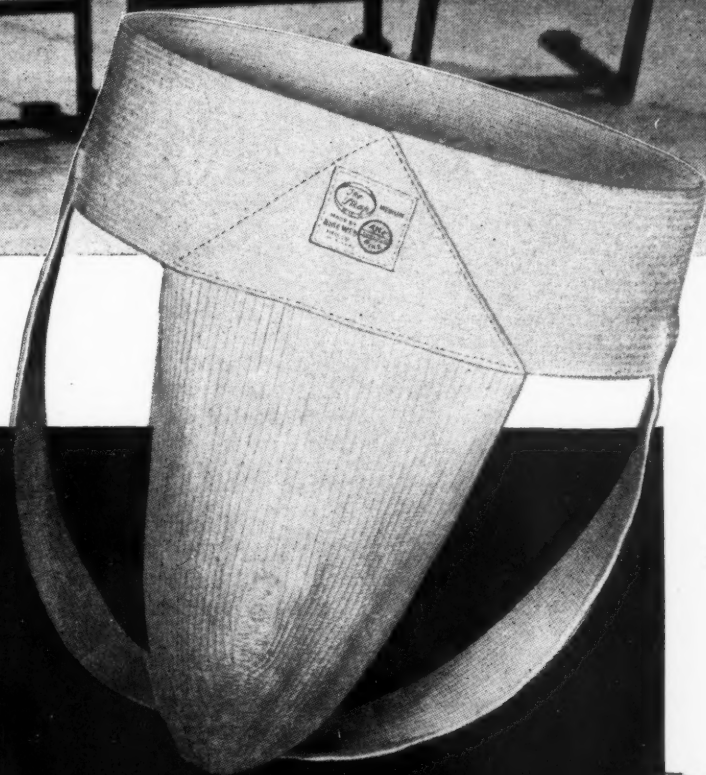
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For Better Protection... BETTER BUY BIKE!



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sociability and recreation of the sport.

The tournament will begin on Tuesday, March 19, in the Boys' Gym of the High School. The finals will be held on Friday, March 28. Please have the attached sheet filled out and delivered to the physical instructor before Friday, March 14.

Sincerely yours,
R. J. LINDENBERG
Athletic Director

As the letter intimates, a special training period is conducted after school for all entries. After this preliminary period, we are ready to schedule the tournament. Each year the tourney averages from 110 to 130 entries, who are generally arranged in 15 divisions ranging from 80 to 185 pounds in the upper four grades.

A program of this type usually consists of 20 bouts of three one-minute rounds. The bouts are spread over four nights, with the number of bouts decreasing until the finals of each division on the concluding evening.

Certain regulations are set up regarding the conduct of the contestants and the types of blows they may employ. The following tactics are considered foul:

1. Hitting below the belt.
2. Hitting an opponent who is down or who is getting up after going down.
3. Holding an opponent or deliberately maintaining a clutch.
4. Holding an opponent with one hand and hitting with the other.
5. Pushing, or butting, with the head or shoulder, or using the knee.
6. Hitting with inside or butt of hand, wrist or elbow.
7. Hitting with open glove.
8. Wrestling or roughing at the ropes.
9. Going down without being hit.
10. Striking deliberately at that part of the body over the kidneys.
11. Using abusive or insulting language.
12. Failure to obey the referee.

Every finalist is sent a copy of the letter shown in the accompanying illustration. A letter to his parents is also attached, and reads as follows:

Dear Parent:

I take great pleasure in informing you that your boy _____ will compete in one of the seventeen boxing bouts this evening, Friday, March 28, at the Lincoln Park High School Gymnasium.

Friday's bouts concludes a four-day elimination tournament in which 150 boys have competed. These boys varied from 80 to 185 pounds.

If your boy wins tonight he will receive a trophy. If he loses he will receive a bronze medal. One additional trophy will be awarded to the most promising boxer of the tournament.

I hope that you will be able to

March 27, 1947

Dear Dave,

You are boxing in the finals Friday, March 28, 1947 at the High School Gymnasium.

Win or lose you will receive a gold trophy or bronze medal.

Report to the gym at 6:30. Please give this attached letter to your parents.

Please co-operate with the tournament manager and abide by amateur boxing rules and regulations by wearing mouth guard and plastic cup while in the ring. It is for your own safety that we enforce these rules.

R. J. Lindenberg
Ray Lindenberg
Athletic Director

attend the final bouts Friday evening and see your boy in action. Your boy has improved a great deal in this tournament and I am sure he will appreciate your presence and support at the final bouts tonight.

Again I want to thank you for co-operating with us by encouraging your boy to compete in our boxing tournament.

Thanks to this program we have been very successful in selling the parents the idea that boxing develops strength, endurance, agility, and the ability to repel an attacker.

Proceeds from the tournament have grown along with the interest of the community and the school. The net profit each year helps underwrite many improvements in the athletic department and helps support non-income earning sports. The price of tickets ranges from 35¢ for students to 75¢ for the public.

In the seven years that boxing has been on our program, we have not had a serious injury. We believe that boxing is as safe as any of the team sports, and that a boy is less liable to injury in boxing under our supervision than he would be playing at large on the streets and sandlots.

We hold our bouts in a regulation portable ring that can be set up quickly. The mats are of sufficient thickness, and the ropes are covered to protect the boys against friction burns. We stop the bouts at any sign of a boy being in distress. Our referee and judges are carefully selected to avoid mis-handling of bouts.

Other schools in our area have been experiencing the same success with their boxing programs. Parents have lost their fear and misgivings about the activity now that they have seen how safely it can be run.

Arch Steel coaches football and teaches physical education at the Lincoln Park (Mich.) High School.



THREE REASONS

WHY YOU GET A BETTER
PLAYING FLOOR AT LESS COST!

One Seal-O-San seals the wood, fills cracks and crevices. Moisture can't get in. Dirt stays on top where it's easily swept away.

Ask for FREE
Coaches Di-
gest and Shot
Chart today!

two Seal-O-San makes a tough, longer lasting surface. Your floor can be put in perfect playing condition quicker when it has been sealed, even if it has been abused.

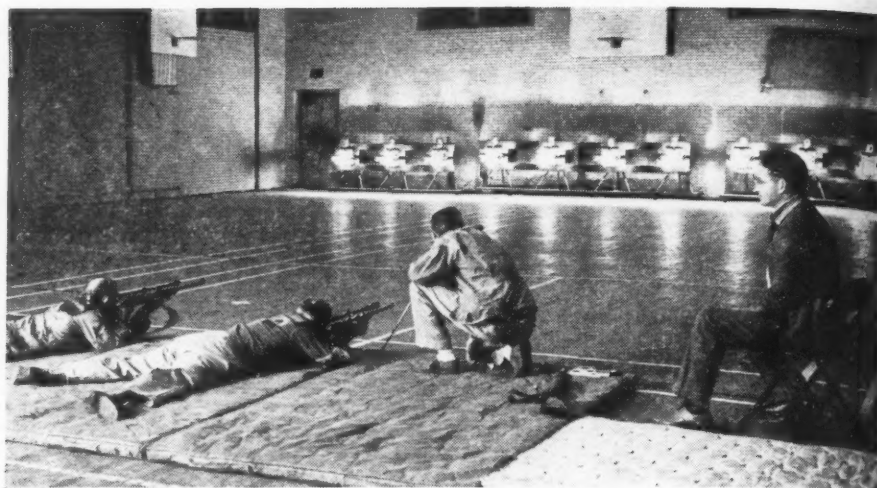
three Seal-O-San costs less to apply. You don't need skilled labor... anyone can apply Seal-O-San with a lambswool mop. No expensive equipment is needed.



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HUNTINGTON, INDIANA

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the NEW Huntington
FLOOR MAINTENANCE FILM**

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ADDRESS _____
CITY _____ STATE _____



Bullet traps on movable dollies convert gymnasium of Harding Junior High School into a rifle range.

Getting the Range

THE largest task in establishing our club at Harding Junior High School (Lakewood, Ohio), was not that of financing it, nor finding a place to shoot, nor was it a case of convincing the school officials. The real task lay in the securing of city approval. Blueprints had to be submitted to the city engineers, revisions made, questions answered, and the mayor convinced of the need of a rifle marksmanship program.

All this trouble occurred in the prewar days of 1939-1940. Such a program can be brought into other schools only through the efforts of some willing faculty member. Lakewood schools would be without a shooting program today except for the efforts of the writer and the enthusiasm of Mr. Walter Wasmuth.

Some rifle-shooting faculty member must start the program and keep it going. I have seen cases in our city in which the students started the program—and then an uninterested faculty member was assigned as coach. It failed each time.

In addition to the usual problems, there will be opposition at every point. It takes an experienced rifleman with all the answers to meet this opposition.

Many clubs experience the lack of funds or financial backing at the outset. This was true in our case. We had rifles, backstops, lights, mats, and other equipment to buy at one time. Then there was the

unwillingness of others to vacate the rooms assigned to our use.

In establishing any new program such as this, one almost always crowds another organization or encroaches on someone's time. This invariably creates trouble. A broad-minded administrator will, however, weigh the value of the two programs and select the more worthwhile one.

Yes, we had all the above trouble, and because of the involved difficulties we were crowded into a small gymnasium storage room 15 by 48 feet. With the aid of the American Ship Building Co., we were able to construct fine backstops for three-position shooting on three firing points.

We installed proper lights, painted the room, built a ventilator duct—and, well, before you knew it, we were the most "sought after" organization in the entire school system. Parental and public approval became so great that we could no longer be kept in a back storage room. At this point several dancing and table tennis classes were moved out and we were moved into the school gymnasium.

Within seven years we have developed one of the finest school ranges in the country. The gym is about 60 by 80 feet, well-lighted, ventilated, and sound-proofed. All wall structure is of brick. Entrances are at the rear and well back of the firing line. Prone mats are regular heavy gym mats. With a 60-foot

room width, we can comfortably accommodate ten firing points.

Our first problem in developing this range was the securing of an adequate backstop . . . adequate in that it had to be safe, easily moved, and easily stored. We decided to use the 10X Centrifugal Bullet Trap. We purchased ten of the 12-inch square, individually lighted units.

Had we sufficient funds, we would have purchased the 18-inch square traps because they handle the ten-bull tournament targets more readily and they are much more practical with junior shooters.

The only major criticism we have of the 10X traps is their awkwardness in being moved or handled. This was a big problem, since our gym is used for some type of training every period of the day. In order to allow sufficient time for shooting in any one period, we have to be able to move into or out of the gym in five minutes—hence, we could not be troubled by dragging ten individual bullet traps to and fro.

Our solution came in the form of three dollies. These were constructed in such a manner that No. I dolly carried traps 1, 2, and 3; dolly No. II carried traps 4, 5, 6, and 7; and dolly No. III carried traps 8, 9, and 10.

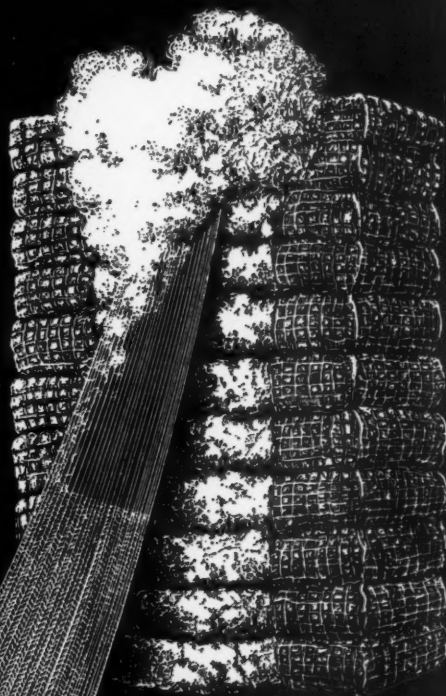
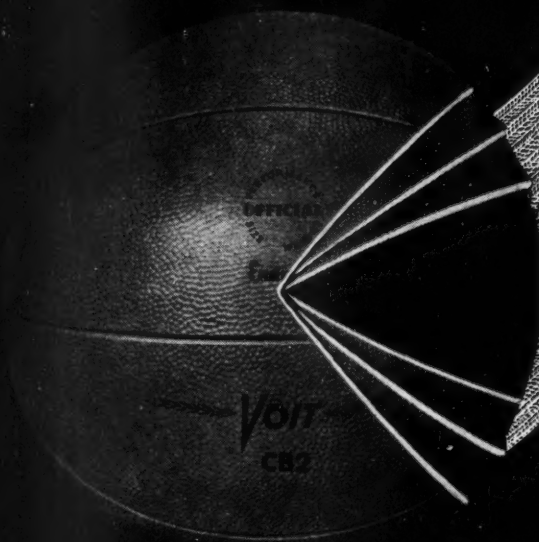
The bases of the dollies were made of choice 2-inch by 6-inch and 2-inch by 8-inch white pine, with mortised-and-tenoned joints.

Dowel-joints may be used by those not having machinery to do the mortise-and-tenon job. Sufficient brace work should be installed to prevent warpage.

The bases were then equipped

THE FABRIC WASN'T GOOD ENOUGH!

CONVENTIONAL FABRICS weren't good enough to give Voit balls the proper strength, bounce, feel and wear. So . . . we bought a mill. By special spinning of our own yarn from 1-1/32" cotton, we got an approximately 20% stronger fabric. This is just another way Voit earns its title of "America's Finest Athletic Equipment"!



FROM BALE TO BALL

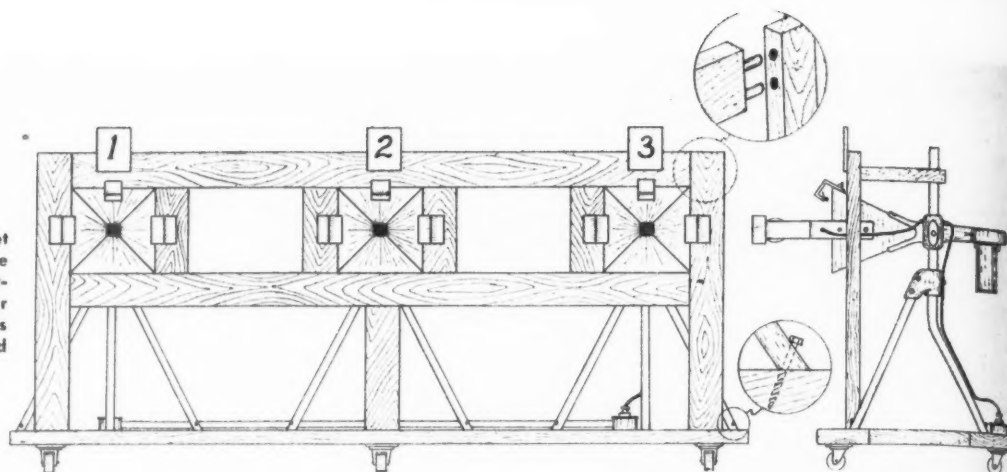
VOIT DOES IT ALL!

VOIT

NEW YORK 10, CHICAGO 6, LOS ANGELES 11

*America's Finest
Athletic Equipment*

To facilitate moving the bullet traps into and out of the range easily and quickly, they are mounted on wooden frames with castor wheels. Framework around traps almost completely stops missed shots.



with three and four sets of large rubber casters. A sturdy and well-built caster is an essential.

The 10X traps are furnished with a heavy pipe tripod. These we properly positioned on the dollies and secured at the base with long lag screws. The dollies were then wired with BX or regular conduit cable.

Removable "jumper cords" are used to make electrical connections between dollies. This, then, necessitated the installation of but one electrical outlet in the gym wall.

Do bullets ever miss the trap? Yes, occasionally a beginner will miss the entire trap. Then the bullet will hit the hard brick wall, flatten, and drop to the floor.

We have never had a ricochet. But, to lessen the possibility of a ricochet from the brick wall back of the target butts, we faced and enclosed the area around the front of the traps with heavy 2-inch pine boards. This slows the bullet sufficiently so that it scarcely marks the wall upon striking it.

Before installing the panel work, we had numerous shots strike the wall but never ricochet. The panel work also adds a great deal to the balance, rigidity, and appearance of the butts. The entire backstop is

covered with a non-glare black lacquer.

If you carefully check the illustrated floor plan, you will note many windows in our range. The city engineering department has agreed that these windows are high enough and so positioned that should a bullet ever pass through one, it would do no damage to the surrounding neighborhood.

We have never had a bullet come near these windows. Our only wild shots have been those caused by a beginner not properly aligning his sights. These shots miss the traps by a few inches. They are now absorbed by the panel.

Harding's club owns a variety of target rifles so that boys of all sizes and ages may be properly equipped. We have a few match-grade Model 69 Winchesters for the little fellows. The rest include the Stevens Model 416, the Remington 513, and the Winchester Model 75.

This gives the boy a chance to select not only the rifle that will fit him but to determine from firsthand experience the outstanding qualities of each. Manufacturers could certainly profit from the findings of these boys.

Rifle marksmanship is taught each day just as Latin, English, or math-

ematics might be. This is done during school hours and regarded as any other class. Beginners are given one semester of basic training before being taken to the range. Oral and written examinations are given, thus weeding out the undesirables before permitting them use of the range.

After this period, the beginners are placed on regular squads with older members acting as coaches. (The second semester is a probationary range period.) If desirable progress is shown, they are permitted to go on to their third and fourth semesters and advanced team work.

Our entire club is divided into teams. There is but one team on the range per period. Each team is divided into three relays. Each relay has a captain and is in charge of a specified detail.

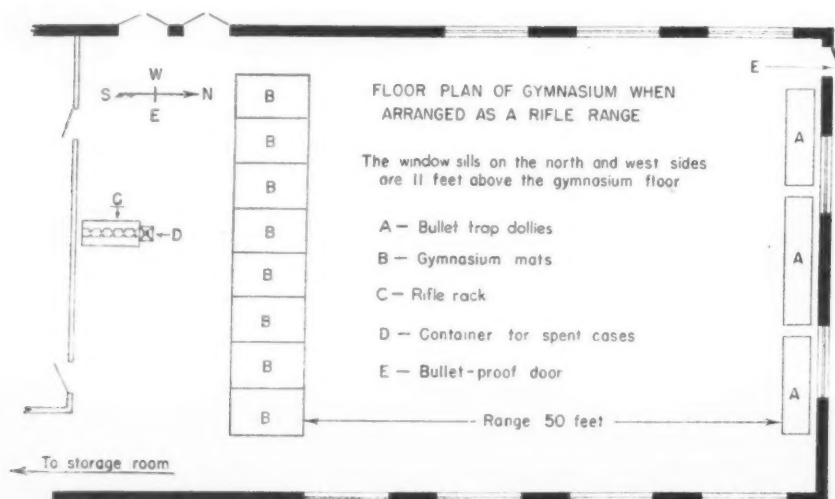
Relay 1 has charge of rolling out the target butts and making the necessary electrical connections. Relay 2 places the mats in position. Relay 3 gets out the rifles and the portable rack. This requires about three minutes, but it takes slightly longer when returning the equipment.

Is the Club accepted by the students and parents? I'll say it is! It is a battle royal each year to know how to limit the size of the beginning club.

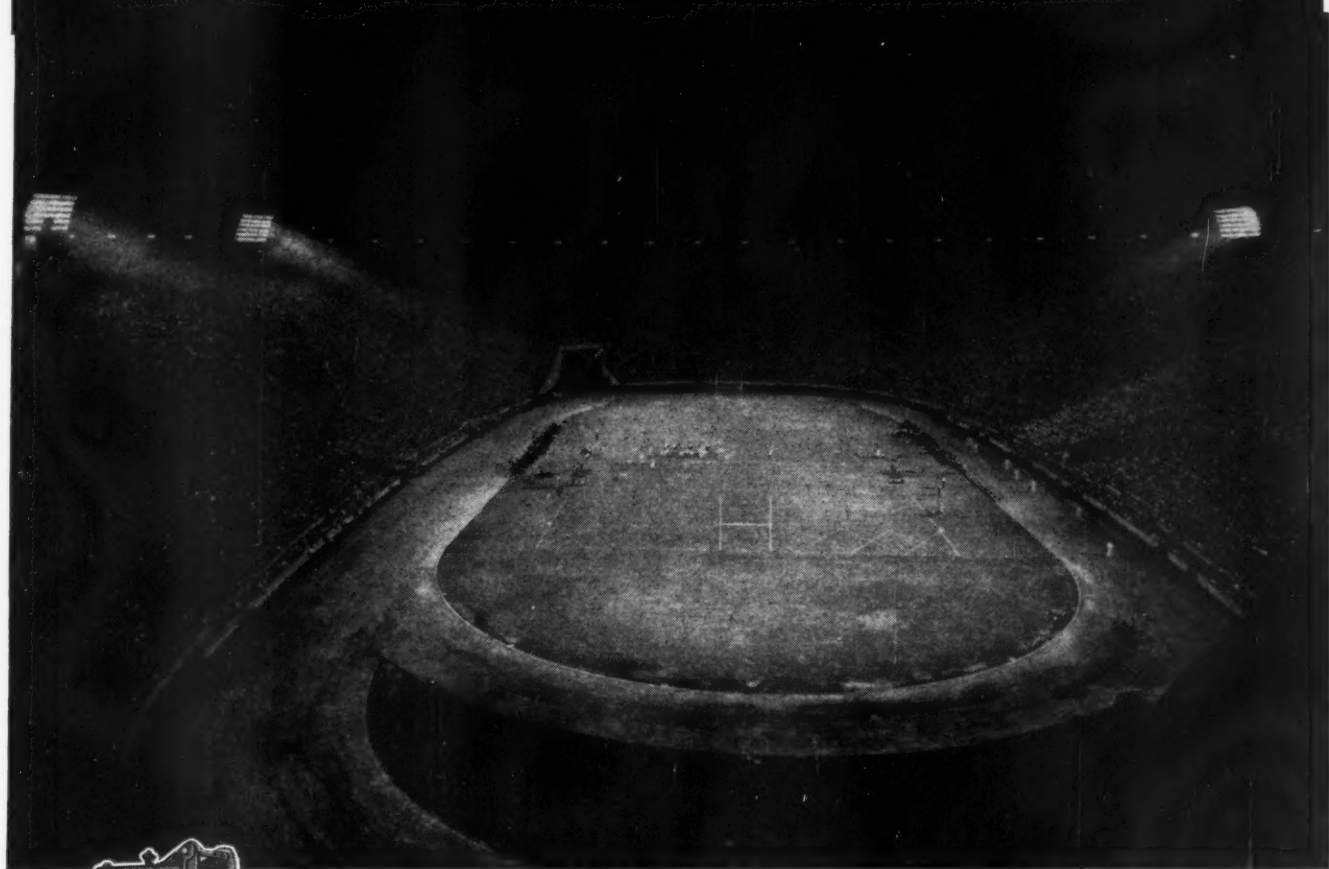
We train about 90 new boys per semester. Parents come on bended knee seeking admission for their youngsters. The club is financed by charging each member \$2 per school year. This carries us nicely. Should we wish to make a large purchase or improvement, the Board of Education will finance the deal for us.

The Harding Club became very popular in Cleveland during the war as a pre-induction training center. Several hundred received this training. At this point the Lakewood Rifle Club, Inc., an adult organization, stepped in and gave

(Concluded on page 59)



The same lighting KNOW-HOW that lighted the huge Los Angeles Coliseum . . .



. . . is available to **YOU**



Crouse-Hinds Type LCE-1120
Long-Range Floodlight
for use where lighting towers
are at a great distance
from the playing field.



Crouse-Hinds Type MUA Alumalux
The ideal floodlight
for general sports lighting.

The Los Angeles Coliseum is one of the world's largest football stadiums with a capacity of 105,000 people. The proper lighting of this huge amphitheater called for skilled planning and the best of floodlighting equipment. Crouse-Hinds experienced illumination engineers designed the installation and Crouse-Hinds long-range heavy-duty Type LCE-1120 Cast Aluminum Floodlight was selected for the job because it is ideal for use where the light must be projected a great distance.

Crouse-Hinds Illumination Department has also planned the lighting of hundreds of small and medium size fields and the know-how that they have accumulated through long years of experience is at your service. Crouse-Hinds Type MUA Alumalux Floodlight has the characteristics that make it ideal for the efficient lighting of small fields or the average size stadium. It's economical too!

Night games draw BIG crowds. When the above photograph was taken there were 90,910 people in the Coliseum. It's the same story in small towns, many more people turn out for night games. Get your share of the extra revenue that night games bring in. Start planning NOW for floodlighting your field for next season's games. Send drawings and details, and Crouse-Hinds illumination engineers will gladly recommend the proper selection and arrangement of floodlights for any application.

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- tall or short runners
- left or right foot starters
- the stumbling starter
- the bob-up starter
- the normal starter
- speed up track meets
- do away with carrying of blocks from school to school



HAS INDIVIDUAL ADJUSTMENT
(takes 3 to 7 seconds)

Ruled for remembered adjustment

HAS REPLACEABLE FOOT-FACINGS
Made of Aluminum Alloy

IS FULLY GUARANTEED
(materials and workmanship)

EASY TO HANDLE OR STORE



Used by over 100 colleges and high schools. Used exclusively in NCAA and IAAU Championships, Far West AAU meets, and scores of lesser meets.

Practically every 1947 running record was made from:

ARNETT STARTING BLOCKS

100 yds. 9.4 Modisto Relays '47
440 yds. 46.2 N.C.A.A. '47
220 L.H. 22.3 N.C.A.A. '47
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Free-Throw Drill

THAT accurate free throwing wins games is a revelation on par with the news that the sun comes up every morning. Every coach is fully aware of it, and there isn't a team that doesn't take from 50 to 150 practice throws every day.

Why, then, are so many clubs still pitifully inept from the foul line? The reason isn't tough to find. Too many coaches worry more about the *number* of practice throws taken than about *how* they are taken.

You know how it goes. At the close of practice the coach will shout, "Shoot 50, then shower." He will pay little or no attention to the hum-drum, carefree attempts, or may even leave the floor entirely.

Other coaches plan their free-throw practice in the form of light work-outs the day before a game. This doesn't help much either.

Boys who string long runs together on the practice floor seldom duplicate their feats on game night. And coaches who wait until they have a 35% game average to schedule *more* free-throw practice of the type that didn't pay off in the first place, aren't going to accomplish much either.

At Jennings we employ a system that pays off in points where they count most—in actual games. Not one practice throw is taken while a boy is completely fresh. In short we attempt to approximate game conditions.

We know that most throws are attempted while the player is slightly or heavily fatigued, and that seldom does a boy shoot more than two in succession. Even when awarded two shots in a game, the boy will move his body as well as his feet after the first throw. So why have him stand in one spot in practice, moving only his arms to catch and throw the ball?

Have your boys (in practice) move back, glance away from the basket, and take a new toe-hold for each throw. Following each short drill or unit of practice, have each player, while slightly winded, take one or two throws at every basket (side or game) you have in your gym.

At Jennings we employ a total of six baskets and six balls. There

is a ball for every basket; no interchanging is permitted. This prevents a boy from sticking to a pet ball.

Each player shoots two fouls (stepping back after each attempt), then goes to the next basket, shoots two, and continues rotating around the floor until he returns to his starting basket.

We never have more than ten boys participating in this double-shot, rotating practice, so that no boy is called upon to wait too long for his practice throws. That would violate our desired game condition.

Following the next unit of practice, we have each man shoot only one foul at each basket. Not more than 12 nor less than six throws are taken during any one free-throw unit of practice. We never take more than 36 nor less than 24 in an afternoon of practice.

The boys say it helps to take at least one deep, relaxing breath before toeing the mark for a shot. We employ the two-hand, feet even, type of free throw. But the exact way the boy shoots isn't as important as the way he practices.

The only chart we keep is the game results. Our records show we have one regular with an 84% average, two others over 62%, and two others over 55%, which is good foul shooting in high school ball.

Our boys are told not to worry about rapidly switching to defense or playing the rebound after a charity toss. Their job is to concentrate on the throw. The rapid switch is sound, of course. But you don't want them switching before or just as the ball is about to leave their hands.

Free throwing, like the discus throw and the shot put, is purely an individual effort. So we don't feel our team play or morale is injured by having the players try to out-percentage one another. The team percentage every season is stacked against the results of other years, and this makes for additional interest.

After winning the co-championship of the North Missouri basketball conference at Moberly Junior College, Paul W. Ward moved to Jennings High School (St. Louis) in 1946 as basketball coach and athletic director; and in his first season capped the conference basketball crown with a 10-0 record.

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FOR FASTER HEALING OF DERMATOPHYTOSIS—

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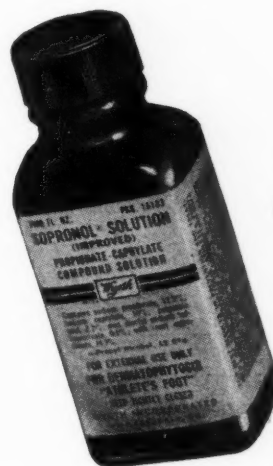
Now contains both Propionates and Caprylates



OINTMENT
1 oz. tube
preferable for
use at night



POWDER
2 oz. canister
for daytime
dusting



LIQUID
2 oz. bottle
ideal for office
treatment

results: Peck and Russ¹ report most cases greatly improved in two weeks; 75 per cent pronounced clinical cures in four or five weeks, although many had resisted other forms of treatment for long periods.

physiologic: Propionic and Caprylic acids are ingredients of human sweat.

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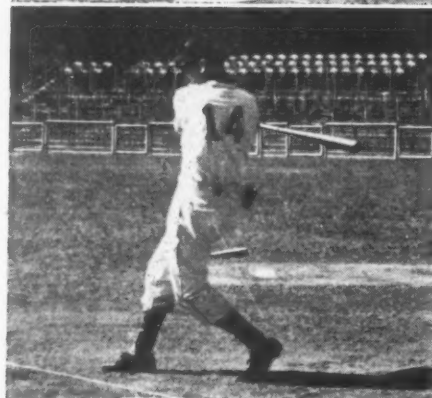
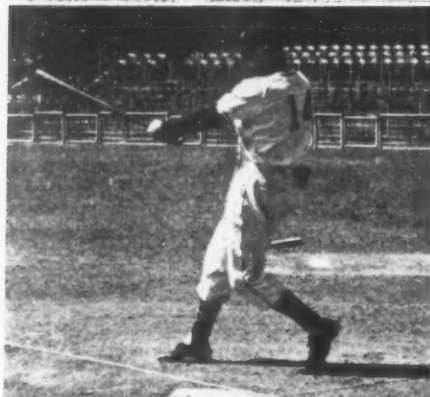
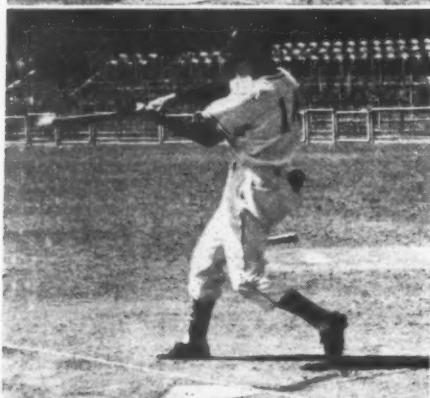
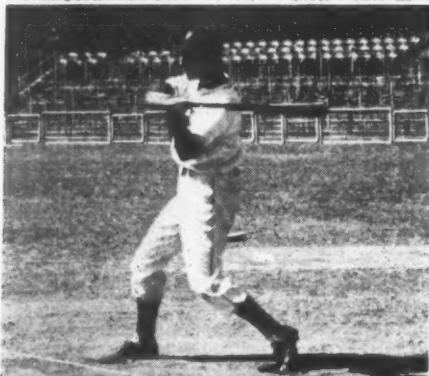
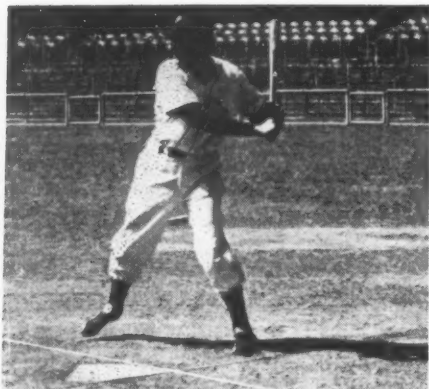
1. Arch. Dermat. & Syph. 56:601, 1947.

WYETH INCORPORATED



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Know the Rules



SOMEONE once said, "Baseball is enjoyed by millions but understood by few." From an umpire's standpoint, the "millions" would include the players, the spectators, and the managers, while the chosen "few"—those who really understood the game—would be the umpires.

The men in blue have a herculean job. In addition to making between 200 and 300 decisions, some involving judgment, others involving rules, they are constantly called upon to joust with complaining players and managers.

Rule 56 states:

"There shall be no appeal from any decision of any umpire on the ground that he was not correct in his conclusion as to whether a batted ball was fair or foul, a base-runner safe or out, a pitched ball a strike or a ball, or any other play involving accuracy of judgment, and no decision rendered shall be reversed, except that he be convinced that it is in violation of these rules. The manager or captain shall have the right to protest against a decision and seek its reversal on a claim that it is in conflict with a section of these rules. . . ."

Many managers and players either do not know such a rule exists or choose to ignore it, and have to be "chased" from the game when their protests become too obnoxious.

Most umpires will listen to a player's protest and when he's had his say, will order him back to his position or the bench and get on with the game. When the player or manager chooses to prolong his protest past this point, that's the time he gets "chased."

This business of chasing players and managers depends on the personalities involved—both players

and umpires. Some players protest in a nice way and are allowed a little more leeway than the player who becomes offensive in action and speech.

Most umpires will not tolerate a player cursing him, and any player who uses this approach doesn't stand much chance of being around at the end of the game.

Let's take up some of the little known rules which usually cause trouble. Let's start with the "infield fly" rule—Rule 44, Sec. 8:

"The batsman is out, if, before two are out, while first and second or first, second and third bases are occupied, he hit a fair fly ball, other than a line drive, that can reasonably be caught by an infielder. In such case the umpire shall declare it an infield fly. However, the runners may be off their bases or advance at the risk of the ball being caught, the same as any other fly ball. But if hit by the ball while standing on base, that base-runner shall not be called out, but the ball is dead and the batsman shall be called out; and if the base-runner be hit while off base, both the base-runner and the batsman shall be called out and the ball is dead. Provided that, with first and second bases occupied, or first, second and third bases occupied, with less than two out, any attempt to bunt which results in a fair fly ball shall not be regarded as an infield fly."

Some years ago an American League coach was chased from a game because he didn't know that an attempt to bunt which results in a fair fly ball shall not be regarded as an infield fly. He was willing to bet the umpire a new suit of clothes on the point. The umpire of course couldn't accept the bet and finally had to give the coach the "heave-ho."

The infield fly rule was put into the code to prevent infielders from dropping the ball and forcing base-runners into double plays. Despite the rule, a Chicago rally against Cincinnati in 1946 was cut short when with one run in, bases full and none out, Andy Pafko hit under one of Arnold Carter's pitches and raised a pop fly. Plate-Umpire Goetz called it an infield fly and the batter out.

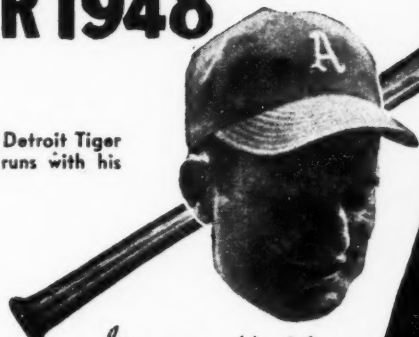
However, Eddie Miller at short

BABE YOUNG

The ex-Giant first baseman, now with the Reds, is a power hitter, as you can tell by the way he uses his wrists, shoulders and hips in these exclusive pictures. Note the excellent contact in the third picture. The bat and shoulders are perfectly level with the ground, the eyes trained on the ball, the front leg straight, the back leg bent, and the weight completely behind the swing.

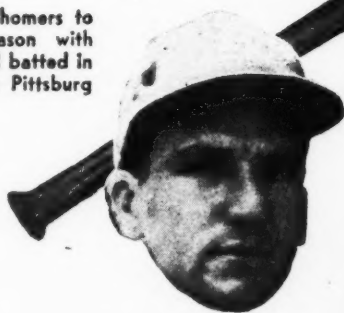
3 MORE BIG NAMES GO TO BAT- FOR THE LOUISVILLE SLUGGER LINE FOR 1948

Heavy hitting Detroit Tiger
batted in 90 runs with his
188 hits.



George Kell

Slugged out 51 homers to
tie for the season with
Johnny Mize, and batted in
124 runs for the Pittsburg
Pirates.



Ralph Finer



Harry Walker

Hit .362 for the Phillies to
take top batting average
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Also makers of Louisville Slugger Softball bats . . . Louisville Grand Slam golf clubs

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★ LOUISVILLE, KENTUCKY ★

*Lou Boudreau Joe Cronin Joe DiMaggio
Dominic DiMaggio Bob Doerr Lou Gehrig*

*Jimmie Fox Chas. Schroninger Joe L. Gordon
Hank Greenberg Tommy Holmes Johnny Hopp
Rogers Hornsby Charlie Keller Johnny Mize*

*Stan Musial Melvin Ott Johnny Pesky
"Babe" Ruth Dixie Walker Enos Slaughter
Mickey Vernon Ted Williams*





Johnny Mize

dropped the ball and started a lot of confusion among the Cubs on the bases, who seemed to think they had to move to make room for Pafko on first. The ball was tossed around and finally Cavarretta (the Cubs' captain, incidentally) was trapped off third, completing the double play. The next batter grounded out and the promising rally was cut short.

Things to remember about the infield fly:

1. It must be a *fair* fly ball. If the ball lands in the infield and rolls foul before going past first or third, it is a foul ball.

2. Once the umpire calls an infield fly, an outfielder can catch the ball and it will still be considered an infield fly. This could occur when an outfielder coming in hard for a pop fly close behind the infield, takes the ball instead of letting the infielder take it.

3. An attempted bunt is *not* an infield fly.

4. Runners may be off their bases and can advance at their own risk as on other fly balls.

5. A runner standing on a base when hit by an infield fly is *not* out.

6. A runner off his base when hit by an infield fly is out.

The dropped third strike rule is another rough spot. Rule 44, Sec. 6 says: "The batsman is out if while first base be occupied by a base-runner, the third strike be called on him by the umpire, unless two men are out."

With first base occupied and less than two out, the batter is automatically out and runners can advance at their own risk. With two out, the batter must be tagged out or thrown out at first base, even if first is occupied. With bases loaded and two out, a smart catcher who drops the third strike will pick up the ball and step on the plate for a force out because the runners have to make room for the batter going to first.

I wonder how many readers know what an "obstruction" play is? Rule 47, Sec. 4 reads: "The base-runner shall be entitled without liability to be put out, to advance one base, except where more are specified in the following cases: Sec. 7—If he be prevented from making a base by the obstruction of a fielder (including catcher), except when a fielder is trying to field a batted ball unless the latter has the ball in his hand ready to touch the base-runner. The ball is still in play so far as the other runners are concerned."

That last sentence is the main difference between obstruction and interference. In interference the ball becomes dead and no bases can be run.

This type play occurs very seldom but when it does, it most often takes place at the plate. In 1946 Vin Smith, catcher for Pittsburgh,



Meets the ball

blocked the plate before catching the ball, and then tagged the runner out when the ball arrived. Umpire Goetz allowed a claim of obstruction (although the newspapers called it interference) and declared the runner safe. Frankie Frisch, Pitt manager, protested but to no avail.

If a runner is trapped between two bases and an obstruction occurs, he is awarded the base he was heading for at the time the obstruction occurred. If a runner is almost to a base, and it is evident that he will make it, and then an obstruction occurs, the runner is awarded the *next* base and not just the one he has almost made.

Rule 49, Sec. 16, covering one runner passing another on the base paths, is very seldom invoked. But back in 1931 it cost the late Lou Gehrig the undisputed home run championship of the American League. Two were out and Lyn Lary was on base when Gehrig hit a mighty blow into the deep left-

centerfield stands. The ball crashed against the cement with such force that it bounced out of the stands into the hands of the centerfielder, who lobbed the ball into the infield. Lary, rounding third, saw the fielder throw the ball and, thinking it had been caught for the third out, trotted into the dugout for a drink of water. Gehrig, not watching Lary, circled third and started home. Instead of being credited with a homer, Gehrig was automatically called out for passing a runner on the base paths. At the end of that season, Gehrig and Ruth were tied for the home run championship.

Rule 31 on balks is one few people seem to understand. Many times when a pitcher makes a perfectly legal move while on the mound you hear fans holler, "Balk! Balk!" And later perhaps, when an actual balk is committed, the same fans look at each other and wonder what it's all about. The balk rule is too long to put into this article but I'll list a few points concerning balks.

1. A balk is not a ball on the batter. A balk only concerns the men on the bases.

2. A balk cannot be committed when the bases are empty.

3. When a balk is called, the ball becomes dead and no play can follow. This includes any hits made on a pitch called a balk.

4. A balk can be committed by a pitcher who doesn't have the ball in his possession.

5. A pitcher can commit a balk when he isn't even on the mound.

Points 4 and 5 are covered in Sec. 7 which states: "Making any motion to pitch while standing in his position without having the ball in his possession; or, regardless of whether he makes any motion to pitch or not, if the pitcher takes a legal position on the pitcher's plate without the ball in his possession, or if he takes a position off the pitcher's plate and



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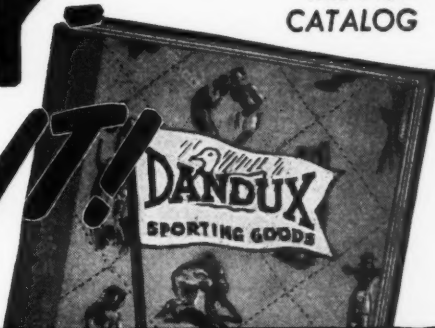
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feints to deliver the ball to the bat."

The two most common acts which result being called a balk are:

1. A pitcher "breaking" his motion, or a failure to continue to throw in the direction he stepped (toward the plate or to first base); and,

2. If a pitcher raises his arms above his head or out in front, he must return to a natural pitcher's position and STOP before starting his delivery of the ball to the batsman.

Rule 52 on scoring of runs is only one paragraph long but covers plenty of territory: "One run shall be scored every time a base-runner, after having legally touched the first three bases, shall legally touch the home base before three men are put out; provided, however, that if he reach home on or during a play in which the third man be forced out or he be put out before reaching first base, a run shall not count; also, if third out is made by preceding runner failing to touch a base a run shall not count."

DOUBLE PLAY SITUATION

This rule covers a double play resulting in a third out during which a run can score. It could happen like this. One out, bases full, batter hits a fly ball to the outfield, runner on third holds base and scores after the catch. Meanwhile runner on second heads for third, realizes the ball has been caught and hurries back to second. Outfielder throws to second to retire the runner coming back to the bag for the third out. The runner from third can score if he has crossed the plate before the runner at second was retired.

This rule also covers the famous Merkle boner of 1908. John McGraw's Giants were playing the Chicago Cubs in a crucial game late in the season. The score was 1-1, with the Giants at bat in the last half of the ninth and two out. McCormack was on third, Merkle on first.

Bidwell hit a short single to centerfield to score the run which should have won the ball game. Merkle saw that McCormack would score easily and headed for the club house before he reached second. The Cubs with Tinker and Evers leading, saw what Merkle had done and yelled for the ball. Hoffman, the centerfielder, threw the ball in and it bounced off Tinker's back.

Joe McGinnity, coaching at first base, seeing what was about to hap-

pen, grabbed the ball and tried to throw it out of the park. But the Cub pitcher hooked his arm and the ball rolled toward third base. It was picked up by a fan but taken away from him by Steinfeldt, a Cub fielder, who ran to second base and gave the ball to Evers, who held it high above his head (by this time the crowd was swarming over the field) so that Hank O'Day, the plate umpire, could see that the ball was at second base. When O'Day saw the ball in Evers' hand, he turned and left the playing field.

It wasn't until later in the evening that the players and fans became aware that O'Day had called Merkle out (on a force play) and declared the game a 1-1 tie. This game cost the Giants the championship.

During the war, the following play happened at Camp Blanding in Florida. Two out, man on third. Runner on third set sail for home and just as the batter hit the ball, the runner bowled him over with a perfect hook slide and had an apparent steal of home.

The ball went to right field for a perfect single, but by the time the batter untangled himself, the right fielder had thrown him out at first base. This was the third out and because the batter didn't make first base, the runner who had so neatly stolen home, didn't get credit for the apparent run.

The following play could also occur under Rule 52 and Rule 45, Sec. 4.

Two out, men on first and second, batter hits a home run but runner on second misses third base. Defensive team, seeing this, calls for ball, or another ball if the home run was over the fence, and touches third. The umpire has to call the runner who missed third out. This is the third out and consequently no runs can be counted.

ANOTHER POSSIBILITY

One more possible play under these two rules: Bases full, two out. Batter hits a long blow for extra bases and all three runners score. He fails to touch first. An appeal is made and the ball brought to first base. The umpire declares the hitter out. The batter didn't reach first, therefore the three runs do no score.

Many fans and players have mistaken notions about plays involving runners rounding or oversliding first base. Some players seem to think that a runner can only turn to his right, after reach-

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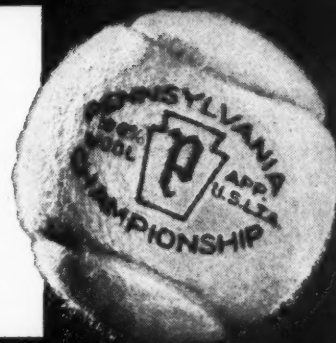


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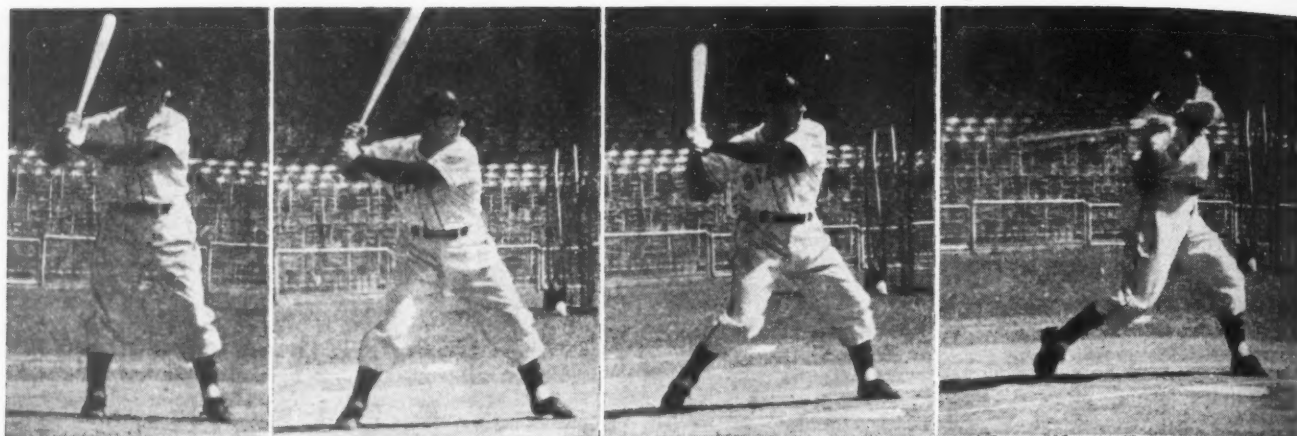
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SID GORDON, N. Y. Giant outfielder, bats in the classic tradition. Note the erect stance, the way the arms are kept away from the body, the level shoulders, and the way the eyes are trained on the pitcher from over the front (left) shoulder.

Gordon takes a short sliding step forward and whips the bat around levelly and powerfully. The strong wrist action may be observed in the fifth through the seventh pictures. Note how the ball is hit off a straight front leg.

ing first base safely, without liability to be put out. They believe he can be put out if he turns to his left toward the inside of the diamond, despite the fact that he may return directly to his base.

Once in a while a slide into first results in a lot of confusion. The first baseman usually tries to tag the runner who has over-slide the base.

Putting the rule which covers these situations into print may help clear up the confusion. Rule 49, Sec. 18 states: "The base-runner in running to first base may over-run or over-slide said base after touching it in passing without liability to be put out for being off said base, provided he return at once and re-touch the base, after which he may be put out as at any other base. If, after over-running first base, he attempts to run to second base, before returning to first base, he shall forfeit such exemption from liability to be put out."

The last sentence covers the situation by making it a judgment play for the umpire in deciding whether or not an attempt was actually made to go to second base.

Rule 48, Sec. 4 is very seldom enforced because the plate umpire rarely interferes with a catcher who is making a throw to get a man stealing. This rule states, "The base-runner shall return to his base without liability to be put out if the person or clothing of the umpire while stationed back of the bat, interfere with the catcher in an attempt to throw."

The third strike on the batsman offers many variations. It's best to print just what the notes to Rule 42 say: If with two strikes, a foul tip hits the umpire direct, and is caught on the fly by the fielder before touching the ground, the bats-

man is NOT out. The ball becomes dead and is merely regarded as a foul ball. The same is true if a direct foul tip lodges in the umpire's mask or any other part of his equipment.

If a third strike is called or swung at and missed (not a foul tip), passes the catcher and hits the umpire direct, the ball is in play. If such a ball rebounds from the umpire and is caught on the fly before touching the ground, the batsman is NOT out, but the ball remains in play and the batsman may be retired by being touched with the ball or by throwing it to first ahead of him.

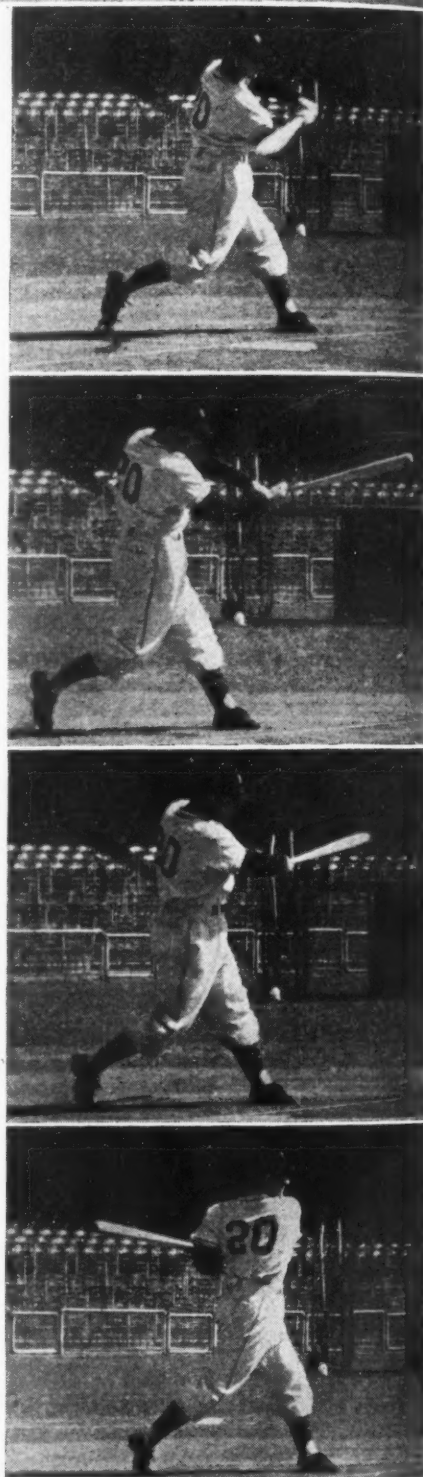
If a third strike (not a foul tip) is called or swung at and missed and lodges in the umpire's mask or other part of his equipment, the ball becomes dead. However, the batsman shall be granted first base and other runners on the bases at the time, will be allowed to advance one base.

How many times have you seen two runners standing on the same base? And the general confusion as to who is or is not out? This situation becomes quite simple if you remember that the original occupant of a base is entitled to the base until he is FORCED to vacate it to make room for another runner.

Rule 45, Sec. 3 covers this. If the second runner is not forced, he cannot run the original occupant off the base just by running down to the base and occupying it. A runner who advances to a base which another runner has left, is immune from being put out while on that base. It is when the original occupant returns that he loses his immunity and can be put out.

A batter will strike at a third strike and miss, and have the ball

(Concluded on page 69)



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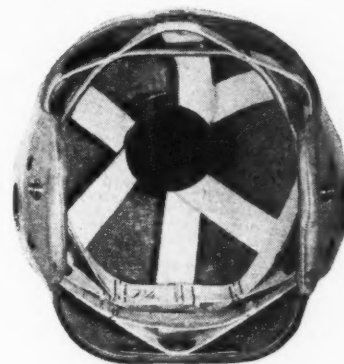
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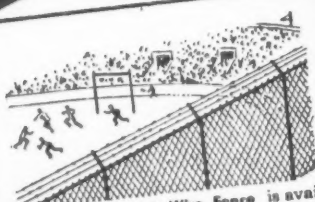
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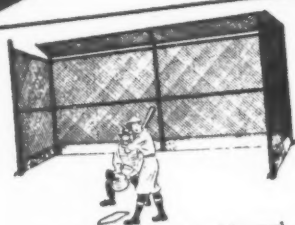
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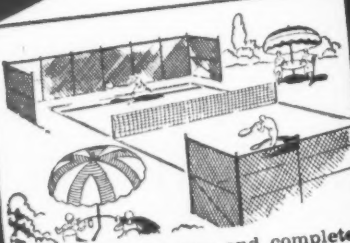
Stewart Fences and Metal Specialties meet virtually every school requirement. In addition to the products shown, there are such items as: window and skylight guards; wire mesh partitions, steel gates; flag poles, steel settees; bronze plaques and many others. If the products in which you are interested are made of iron, wire or bronze, it will pay you to write us.



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NEW FILM

"Track and Field"

● **TRACK AND FIELD.** Produced by Edmund L. Dorfmann for United World Films, Inc. Directed by Harold Young and E. L. Dorfmann. Technical consultant, Boyd Comstock. 12 Reels. 16-mm., sound. Running time, 10 min. each. Price: \$45 per reel; \$475 per series.

EVERY once in a long while, a sports film comes along so superbly designed and executed that it leaves you reaching for superlatives.

That, brothers, is the way we felt after viewing the United World Films' brand new *Track and Field Series*. It is truly a little cameo of movie making—a visual educational organ that may serve as a model on how to make instructional films.

Beautifully photographed by a crack Hollywood cameraman and completely integrated under the technical direction of several outstanding experts headed by Boyd Comstock, former college and Olympic coach, the series consists of 12 reels covering every basic event:

1. Sprints (2 reels).
2. Hurdles.
3. Middle Distances.
4. Distances
5. Relays.
6. Broad Jump.
7. High Jump.
8. Pole Vault.
9. Discus.
10. Shot Put.
11. Javelin.

The planning that went into the presentation must have been staggering. First there was the job of assembling the models. Under the personal supervision of Dan Ferris, secretary-treasurer of the A.A.U., a cast of 40 star college athletes were brought in from all parts of the country to demonstrate the various events.

Although the names of these luminaries aren't mentioned in the films, a keen observer will be able to spot such Olympic timber as Steve Seymour, Moon Mondschein, Bill Hulse, Eulace Peacock, Johnny Fulton, John Vislocky, Bill Vessie, Bernie Mayer, Joe Cianciabella, and a raft of others.

The films stress proper conditioning exercises, demonstrate in crystal-clear detail the teaching fundamentals of each event, point out the various styles of executing the event, and show many little training devices which develop form and stamina.

Extensive research into coaching methods went into the films' preparatory stage, and care was taken to show athletes of varying degrees of ability and of different physiques, in order to make the lessons as widely applicable as possible.

Where several accepted styles exist, each is illustrated and the reasons for preference under stipulated conditions are made clear.

Every resource known to the motion picture camera is employed to make these films clear and helpful. Nothing is left to the imagination. Everything is shown in extreme detail down to such items as the placement of the feet in the starting holes.

Much of the footage is in slow motion—a device which can't be topped as a visual aid, and full use is made of "freeze" action, in which the camera is stopped at vital stages of the action to indicate key points of form. In many cases, the camera travels with the speeding athlete to record his every movement.

While most of the stress is on the hard day-to-day training, there is also a touch of the glamor of a gala meet—the last I.C.4-A championships serving as a springboard.

The commentary is handled by that crack sports announcer, Bill Slater, who turns in his usual competent job. But the gentlemen who prepared the script also rate a couple of bows. The technical analyses are very professional and add a lot of weight to the actual performances.

The series was produced in collaboration with the U. S. Olympic Committee and the Amateur Athletic Union, and should prove a godsend to every coach, physical educator and recreational man looking for a perfect visual educational medium on track and field. It is a "visual coach" that can't be topped.



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Just for a Starter

By E. A. THOMAS

A MAJOR weakness in the officiating of track meets is the lack of uniform and efficient starting. There are two principal factors which prevent good starting. One is the lack of proper instruction given to athletes in their practice sessions and the other is the absence of good starters.

Coaches neglect to read and study the rules of starting and hence do not spend the proper time in instructing their athletes, especially their sprinters and hurdlers, in the proper methods of starting.

Too many starters are not familiar with the rules, and through lack of study and practice do not become trained in the proper methods of handling boys at the starting marks.

Nothing is more important in the handling of runners, especially high school and younger college boys, than gaining their confidence and making them understand what the proper procedure is, without making them nervous and jittery.

It is always better to take a little extra time to explain in a calm, firm manner just what is expected of each runner, what the rules are, and to get across the idea that every runner will be given an opportunity to run his best race with no worry in regard to an even start.

INSTRUCTIONS TO COMPETITORS

Following are the important instructions that must be given to the starters in each race:

1. Name of the event. Example: This is the first heat of the preliminaries of the 100-yard dash.

2. Number to qualify, if it is a heat. Example: The winners of the first three places in this heat will qualify for the semi-finals.

3. Places to be counted in scoring, in the finals. Example: The winners of the first five places will place in this race.

4. Give clear instructions regarding runners keeping their lanes in sprints, hurdles or other races run in lanes.

5. Explain what is required in maintaining the rules regarding jostling, cutting in front of or impeding the progress of competitors.

The Clerk of the Course and his assistants have the responsibility of

getting the competitors to the starting place and of seeing that the starting lanes are drawn, or announced in advance. Starting blocks should be placed rapidly by attendants. This will give the starter plenty of time to give his instructions to the runners without undue hurry.

THE STARTER'S DUTIES

After the clerk and assistants have performed their duties, the starter has the following very important duties to perform:

1. He must check to see that the starting line is in the proper place and has been properly marked. (This can, of course, be done before the time for the race.)

2. He should inspect his pistol and blanks.

3. He should take his position from three to ten yards in advance of the starting line on the side of the track away from the grand stand. The distance will vary according to the number of runners, width of the track and other factors involved in getting the proper eye focus.

4. He should see that all attendants and others remove themselves some distance from the start and should require absolute silence in that particular area.

5. When he is ready for the runners to take their places he should give the command: "Stand at your marks" or "Come to your marks and stand."

STARTING THE RACE

As quickly as possible, without the appearance of hurrying, he should get the race under way. The following mechanics are proper and official:

1. Give the command, "Get on your mark."

2. Allow sufficient time to see that all are in proper position and nothing is out of order. If this takes more than 8 to 10 seconds, the runners should be given the command "Stand up," in order that their legs will not become cramped.

3. When all are in proper position and steady, the command "Get set" is to be given. After this command

One of the busiest school administrators extant, E. A. Thomas, is commissioner of the Kansas State High School Activities Assn. and National Federation representative on the National Track and Field Rules Committee. His article on the mechanics and techniques of starting is reprinted from the track guide, which Mr. Thomas co-edits.

the rules require a minimum of two seconds before the gun is fired. Taking into account the two seconds between the "get set" command and the gun, the gun should be fired when all are steady.

4. When a competitor gets a "rolling start" and is in motion when the gun is fired, the runners are recalled but no penalty assessed.

STAGGERED STARTING MARKS


In relay races and other races in which the runners run in lanes and the starting marks are staggered, it is necessary for the starter to take a different position. If room permits, he may stand within the oval so that he can see all the runners from the side.

It is often necessary, however, for the starter to stand either in front of or behind all runners. A small megaphone should be a part of the starter's equipment in such races.

If he stands in front, the gun should be held in a horizontal position on the command, "Go to your marks," and raised above the head on "Get set" so that runners too far away to hear commands may get an even start by watching the pistol and starting with the smoke or flash. Of course, the signals must be explained to the runners in advance.

OBJECT OF GOOD STARTING

It is not always necessary for starters to follow the routine outlined above. After working with the same runners for a time, as in preliminaries, semi-finals, and finals of dashes, many explanations may be omitted. Starters must know the rules as outlined in Rule 21 of the N.C.A.A. edition of the guide and Rule 6-2 of the National Federation edition, and should spend the time it takes in study, practice and patience in order to become a good starter.



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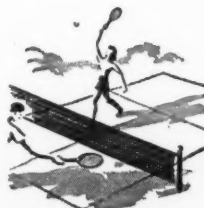
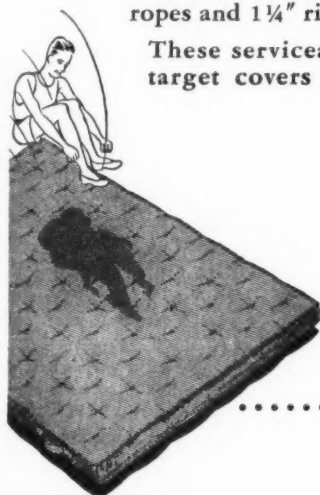
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The "Sweetheart" Situation

The Control of Heterosexual Development in Schoolboy Athletes

By **GEORGE S. INGEBO**

WHY does a healthy young athlete who has passed the period of puberty and now possesses the size, skill, and coordination to assure him of a place on the team, suddenly go "girl crazy?" One day he is a keen, serious athletic type. The next day he has no further interest in practice.

A realistic discussion of the heterosexual development of the high school athlete must take into consideration both the mental hygiene of the boy and the desirability of winning games. This represents one of the most important challenges of the physical education program.¹⁷

First, let's check up on the boy. Before pubescence his interests in general were homosexual and centered in gang activity.⁹ One of his big interests was sports, and this carried over through his development during puberty.¹⁵

Immediately after puberty a heterosexual interest was aroused⁴ along with a protective shyness.⁷ At this time he was learning the fundamentals of the game, but still lacked the size and stamina to compete with older boys.

The heterosexual curiosity took the form of timid advances and rough-housing³, but this had little effect on the team's strength or his success as an athlete.

What happened then? Could the rigid training rules and a spartan attitude toward the game have influenced the boy to avoid girls and arrested his development in the homosexual stage?

If we can accept that—and we can—the rest is easy to follow. After being held back for so long, the normal sexual desires built up to a strength he could no longer resist, and in their emotional release carried the athlete away from the "arena" to the land of moonbeams.

So we now find the athlete "girl crazy," making up for lost time in heterosexual development. Ironically, his athletic prowess probably helped increase the pressure toward a heterosexual break, since athletic

skill invariably attracts the attention of the girls.⁸

The important factor in the case just discussed, is that the athlete's sex development was delayed or blocked. The sudden and extreme heterosexual interest that followed was a result of retarded development.

Logically then, we should consider the probable effect of continued retardation in sex development. This may hold the boy in the homosexual stage long enough to induce poor mental health habits.

Noticeable results of prolonged homosexuality are personal carelessness, laziness, and slovenly work habits. Equally serious is the fact that the emotional pressure, if not normally released, usually leads to either juvenile delinquency¹ or some shame-provoking secret outlet.⁵

What value to the team is a boy who has become lazy, slovenly, and possibly a trouble maker? This condition probably explains why some players who do well as juniors have mediocre seasons as seniors.

NORMAL DEVELOPMENT

Let's now consider normal sex development as a method of avoiding these highly unsatisfactory results of repressed heterosexual drives.

After puberty, the adolescent is faced with the problem of adjusting from childish to adult behavior. If all phases of his complex growth move along at a nearly equal rate, we can expect the athlete to improve in strength, skill, and coordination without any major emotional conflicts.¹⁴

We must also expect in succession a reasonable heterosexual awareness, interest, and harmless satisfaction, all of which are necessary in moving the boy along toward adulthood.³

After graduating from Billings Polytechnic Institute (Mont.), where he played football and coached boxing, George S. Ingebo became a coach-teacher at Denton (Mont.) High School. At present he is working on his Master's Degree in Educational Psychology at Greeley, Colo.

The strength of our solution lies in the progressive development of sex desires. For satisfactory development, moderate emotional release is necessary in each stage. Only if we check this emotional release and block or diverge these powerful sex drives, do we need fear the disrupting conflicts they are capable of forming.

R. H. McCollum, a coach with 15 years experience, indicated the danger sign when he stated that he is "apprehensive of the player who has no interest in girls during early adolescence."

The first task is to instill gradually the understanding that players are expected to have dates. Too many coaches tell their boys that dates are harmful and disapproved.¹⁴

The attitude of the coach can set the squad's policy, and an adolescent will usually try to conform to the group standards. Individual players who have passed puberty and still show "danger signs" of homosexuality are probably best handled through their teammates.

The superintendent and the other teachers should quickly understand the direct benefit of this mental health program to their particular situations⁹ and readily cooperate with the coach.⁶ They can help as class sponsors and in seeing that students who need a little contact with the other sex get it.¹³

In the early "shyness" stages, it takes little to excite awareness of the opposite sex; later, heterosexual companionship is normal.

Remember that the coach has a strong and legitimate influence over part of the student's outside activi-

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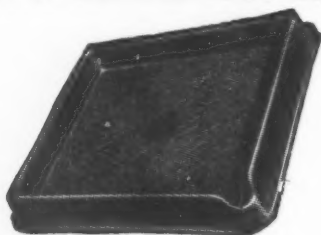
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ties which other teachers do not have. His use of this power can directly help or injure the mental health of his players and indirectly affect a great number of other students in the school.¹¹

Another aid that fits naturally into athletics is to awaken in the early adolescent an interest and pride in his own body along with habits of cleanliness and hard play.¹

After making sure that heterosexual development has begun, the task of regulating it is easy. Fortunately for the already rushed coach, the use of sound playing habits are his best tools with which to keep the emotional energy expended in athletics and sexual development on an equal basis.

Teach the boys to start fast, play hard, and work as a team. Encourage a real desire to play and an awareness of game sense by leaving no time for grandstanding.

These fundamentals along with loyalty to the team and school will teach a boy to keep his playing and his social engagements in their proper places.¹⁰ Teach moderation in dating¹² along with moderation in eating habits and a respect for the opposite sex.

Use the time-honored skull practice to slip in a little casual sex education. As L. A. Kirkendall points out, the athletic program is naturally adapted for this purpose. Groups are segregated as to sex, and the field is favorable for individual counseling. Put counselling service on a workable man-to-man basis.¹⁶

Two important characteristics to remember are that negativism is easily aroused where the adolescent is subjected to harsh restraint or sarcasm concerning choice of opposite sex,¹ and that every adolescent desperately needs some honest recognition of success to balance and integrate his personality. It is necessary for his growing self-pride and awareness of advancing maturity.

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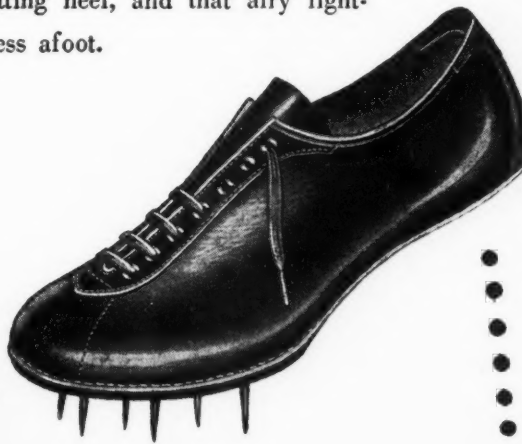
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Competitor and School	Meet	Time
Bradley (Hoover, Glendale, Cal.)	State	9.8
Conlin (Rupert, Ida.)	State	9.8
Gray (Seminole, Okla.)	State	9.8
Feeney (Pierre, S. D.)	Pierre Relays	9.8
Milbiern (Jeff. Davis, Houston, Tex.)	Houston Relays	9.8
Miller (Harlandale, San Antonio, Tex.)	Dual	9.8
Ursery (Jefferson, Los Angeles, Cal.)	City	9.8
Clifford (McKinley, Canton, O.)	District	9.8

220-YARDS DASH

Bradley (Hoover, Glendale, Cal.)	League	21.6
Clifford (McKinley, Canton, O.)	State	21.6
Konrad (Oak Park, Ill.)	State	21.7
Stoops (St. Xavier, Louisville, Ky.)	State	21.7
Ursery (Jefferson, Los Angeles, Cal.)	City	21.7
Smith (Jordan, Cal.)	Cathedral	21.8
Ruprecht (Wilson, Long Beach, Cal.)	C.I.F. Div.	21.8

440-YARDS DASH

Jones (Roosevelt, Gary, Ind.)	State	49.4
Butler (Jefferson, Los Angeles, Cal.)	State	49.4
Crowe (Wallace, Gary, Ind.)	State	49.6
Howe (English, Boston, Mass.)	New England	49.6
Cooper (Central, Columbus, O.)	State	49.7
Thompson (Jordan, Cal.)	State	49.7

880-YARDS RUN

Curran (Bayonne, N. J.)	State	1:56.8
Walters (Compton, Cal.)	State	1:57.6
Smith (Anderson, Ind.)	State	1:58.0
Pete (Overlake, Wash.)	State	1:58.1
Jones (George Wash., Alexandria, Va.)	State	1:58.2
Waarich (Carl Schurz, Chicago, Ill.)	City	1:58.5

ONE-MILE RUN

Pieper (Clinton, Iowa)	State	4:21.8
Druetzler (La Grange, Ill.)	State	4:23.1
Conrardy (Dubuque, Iowa)	State	4:24
Montes (Bowie, El Paso, Tex.)	State	4:25
Mountford (Red Cloud, Neb.)	State	4:26.2
Fullerton (Ashland, Ore.)	State	4:26.3
Zimmerman (Nebraska City, Neb.)	State	4:26.5
Mollineaux (Morristown, N. J.)	State	4:26.7

HIGH-HURDLES

Miller (Burbank, San Antonio, Tex.)	State	14.0
McElhenny (Wash., Los Angeles, Cal.)	Jefferson	14.0
Price (North Dallas, Tex.)	State	14.3
Cummings (Dorsey, Cal.)	Polytechnic	14.4
Leming (Beaumont, Tex.)	State	14.5
Gilson (Strong Vincent, Erie, Pa.)	State	14.5
Bernard (La Jolla, Cal.)	C.I.F. Div.	14.6
Snoddy (University, Bloomington, Ind.)	State	14.7
Watson (Evanston, Ill.)	State	14.7

LOW-HURDLES

Lefebvre (Canton, Ill.)	State	21.9
Price (North Dallas, Tex.)	State	22.3
Bless (Jefferson, San Antonio, Tex.)	Regional	22.3
Snoddy (University, Bloomington, Ind.)	State	22.5
Meat (Media, Pa.)	State	22.5
Cichowski (Saginaw, Mich.)	State	22.6

POLE VAULT

Dickey (Lincoln, Portland, Ore.)	Portland Relays	13-3½
Smith (San Diego, Cal.)	Fresno Relays	13-2
Kehl (Scottsbluff, Neb.)	W. Neb.	12-9½
King (Evanston, Ill.)	Oak Park Relays	12-9½
Kirby (Burlington, Wash.)	State	12-9½
Grienke (York, Elmhurst, Ill.)	Rockford Relays	12-7½
Faulkner (Paschal, Fort Worth, Tex.)	Regional	12-7

HIGH JUMP

Young (Jefferson, Los Angeles, Cal.)	Boys'	6-4
Wood (Southwest, Kansas City, Mo.)	State	6-3
Jarvis (Central, Cleveland, O.)	District	6-3
Townsend (Odessa, Tex.)	Southwestern	6-3
Woods (Jefferson, Los Angeles, Cal.)	Jordan Relays	6-3
Grundy (Era, Tex.)	State	6-3
Howard (Jefferson, Los Angeles, Cal.)	Manual Arts	6-3
Butts (Excelsior, Cal.)	C.I.F. Div.	6-3

BROAD JUMP

Clark (Champaign, Ill.)	Big 12	23- 8
Kurru (Springfield, Ill.)	Big 12	23- 2
Ochoa (Martin, Laredo, Tex.)	State	23- 1½
Laz (West, Aurora, Ill.)	Nap'ville R'l'ys	22-11
McElhenny (Wash., Los Angeles, Cal.)	State	22-10½
Cheever (Brookings, S. D.)	Dakota Relays	22- 8½
Schultz (Lincoln, Milwaukee, Wis.)	State	22- 8½
Scott (East Tech., Cleveland, O.)	State	22- 7½

SHOT PUT

Cameron (Wash., Los Angeles, Cal.)	Roosevelt	55-11½
Shield (Hobart, Ind.)	Sectional	55- 8
Ashcraft (Polytechnic, Long Beach, Cal.)	C.I.F. Div.	55- 6½
Cross (San Mateo, Cal.)	P.A.L.	55- 5¾
Brewer (Central, Muncie, Ind.)	State	55- 5¼
Anderson (Cape May, N. J.)	State	55- 3¾
Mayes (Muskogee, Okla.)	State	55- 2½

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Peterson (Oak Park, Ill.)	Wheaton R'l's	153-10
Rote (Jefferson, San Antonio, Tex.)	City	153- 9½
Schuh (Bronxville, N. Y.)	Schenectady	153- 8½

JAVELIN

Missfeldt (Milwaukee, Ore.)	State	187-9¾
Thomas (John Harris H. S., Pa.)	State	181-8½
Baker (North Kitsap, Wash.)	State	181-2
Covino (Memorial, West New York, N. J.)	State	181-1¼
Romero (North H. S., Wichita, Kan.)	State	177-9
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(Concluded on page 59)

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The shoulder is a ball and socket joint with a very shallow socket. It has the usual capsule, but the ligaments are a great deal looser than in most joints. The muscles do most of the work of keeping the joint in the proper position.

The looseness of the joint makes possible a wide range of motion, flexion, extension, abduction, adduction, and rotation. The range of movement of the limb as a whole depends upon movements of the shoulder girdle which are invariably associated with movements at the shoulder joint.

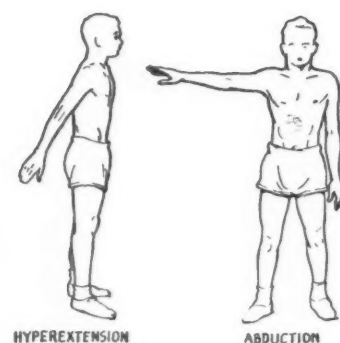
The motion in the shoulder joint itself will only permit the arm to be carried up to a right angle. However, at this spot, the shoulder blade takes over, rotating so the arm can be moved into a vertical position.

All injuries to the shoulder should be referred to your team doctor for diagnosis and correct treatment.

One of the most common injuries to the shoulder is the acromioclavicular or "separation" type of injury. This injury occurs as a result of a fall sideways on the hands or elbow with arms away from the side, or from a direct blow on the shoulder.

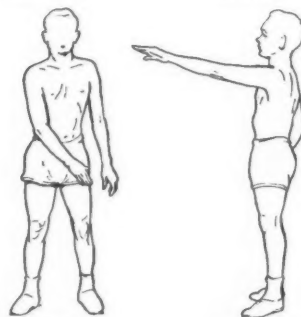
In the acromioclavicular dislocation, the outer end of the clavicle is forced upward away from the acromion process of the scapula. The result of this is a rupture of the acromio-clavicular ligament, and likewise a rupture of the coraco-clavicular ligament which normally holds the clavicle down in place at this end.

Swelling and localized tenderness over these joints and marked loss of power of the arm on active functional tests make the diagnosis obvious. This injury to the acromioclavicular joint is sometimes complicated by a fracture of the acromion process, which is proved by X-ray only.



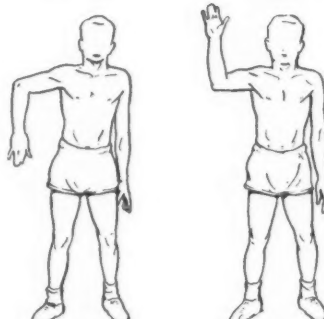
HYPEREXTENSION

ABDUCTION



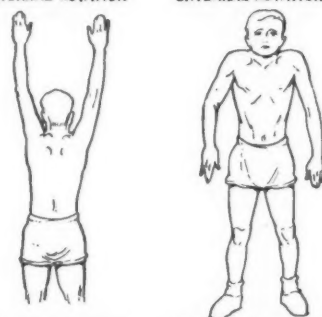
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FLEXION



INTERNAL ROTATION

EXTERNAL ROTATION



UPWARD ROTATION OF SCAPULA

ELEVATION AND DEPRESSION OF SHOULDERS

Normal Range of Motion

The treatment consists of placing a felt or sponge rubber pad over the clavicle, holding it down, and strapping it in place with strips of adhesive. The adhesive strapping should be left on for three to four days, but after twenty-four hours, the injury should be treated with heat in the form of baking with lamps or with an analgesic pack.

After the strapping is removed, treat the injury with baking and light massage, as both are of value in keeping up the tone and circulation of the surrounding musculature. A sling should be worn between treatments, supporting the elbow for a week or ten days longer. In exercising the shoulder,

Injuries

By A. J. (DUKE) WYRE

remember to stay within the limits of pain.

Dislocation of the head of the humerus occurs in football and is the result of extreme force. The shoulder may be dislocated either forward, in front of its socket, or downward, below the socket.

Posterior dislocation practically never occurs. Whenever a dislocation is discovered, no attempt should be made to reduce it until X-rays have proven that there is not a fracture present.

"Once a dislocation, always a dislocation" is a statement to remember, as it is a well-known fact that a shoulder once dislocated has a marked tendency to recurrence.

There are many operative procedures for the prevention of recurrent dislocation. One of the most satisfactory operations devised so far is the Nicola operation, which seems to produce a shoulder as satisfactory for athletic activities afterwards as before the operative procedure.

However, no boy who has suffered a shoulder dislocation, whether it has been operated on or not, should be permitted to play any active body-contact sport without a restrictive harness.

The treatment is immediate application of cold to control hemorrhage, followed by an application of a firm compression spica bandage, and a sling for forty-eight hours is advised.

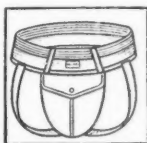
In the treatment of all shoulder injuries, continuous mild heat speeds the cure faster and surer than intermittent treatments. That is why I suggest that analgesic packs be applied between treatments of baking, diathermy and local massage. Exercises to the shoulder joint should be started as soon as the physician gives permission.

Disabilities from orthopedic conditions usually result in limitation of motion at the joint and loss of muscle strength. The purpose of exercise is to regain normal range of motion and muscular strength.

Fractures of the clavicle are fairly frequent occurrences and, as in the case of all fractures, they are

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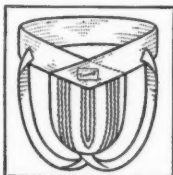
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Contusions and strains of the deltoid muscle are most common in any contact sport. Exposed as it is, this muscle is the most commonly contused of any about the shoulder.

The treatment is immediate application of cold to control hemorrhage, followed by the application of a firm compression spica bandage. The latter treatment is heat either by baking with a heat lamp or an analgesic pack and massage. When the boy is ready to resume play, this injury should be taped.

Other muscles, tendons and ligaments of the shoulder group are injured but are less common than those injuries already listed.

The accompanying illustrations show an adhesive tape strapping for support in the acromio region. A doughnut-shaped felt pad, about four inches in diameter, is placed over the acromion area in Fig. 1.

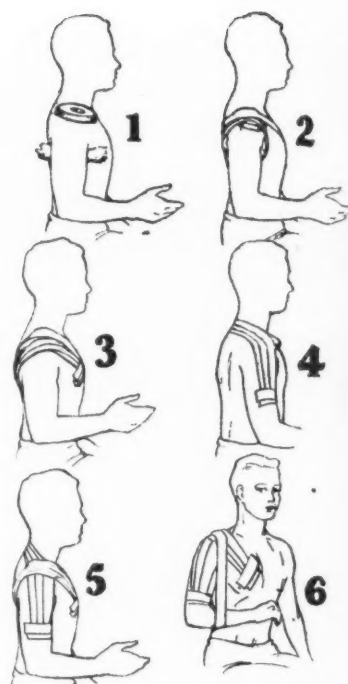
The strip of cotton under the arm is about one inch thick and six inches long. The felt pad is used to relieve pressure over the acromioclavicular joint, and the strip of cotton reduces the chance of restricting circulation in the arm pit.

Fig. 2: With the cotton and felt pad in place, start an inch-wide strip of adhesive tape on the dorsal region of the back. Pull the shoulder up and back, and run the tape over the pad on the acromion. Then continue down under the arm pit, making sure the tape is on the cotton pad all the way around. Cross it again over the pad at the acromion, and brings it down across the chest below the clavicle to the sternum.

Fig. 3: Take a piece of 1½ inch tape, 18 inches to 20 inches long, holding ends firmly in each hand. Bring center of tape down with even pressure over the pad, and fasten the front end of tape on the chest, and the back end just below lower portion of shoulder blade. Apply four or five strips in this manner and anchor securely with 1½ inch tape, front and back.

Fig. 4: This taping is actually applied over Fig. 3, but is shown by itself to avoid confusion. Start a piece of 1½ inch tape in the middle of the upper arm, pulling upward with a sort of lifting motion, bringing strip across top of back, and ending beyond middle of spinal column. Add three more strips, overlapping about one inch, with the same lifting motion. Anchor at bottom.

Fig. 5: Repeat the taping shown in Fig. 3, to be applied directly over Fig. 4. If the boy is being prepared for play, it may be advisable to



**Tape Strapping for Support in
Acromio Region**

Figures 1, 2, 3, and 4 show the various steps individually, from the side, merely for the sake of clarity.

place an additional felt pad over the acromion area before applying this final taping. Anchors are applied front and back, as shown in Fig. 3.

Fig. 6: Shows the finished job from in front. If a sling is desired, it may be applied as shown, with 1½ inch or 2 inch tape.

The areas to be taped are always painted with Tuf-Skin before applying the tape. Tuf-Skin dries very quickly, makes the tape stick much better and protects the skin.

The raising and lowering of the arms either forward or sideward against gravity is usually recommended early in convalescence (7).

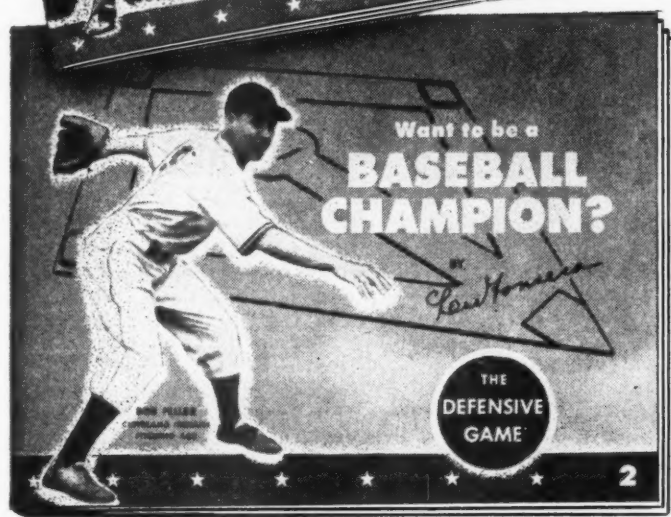
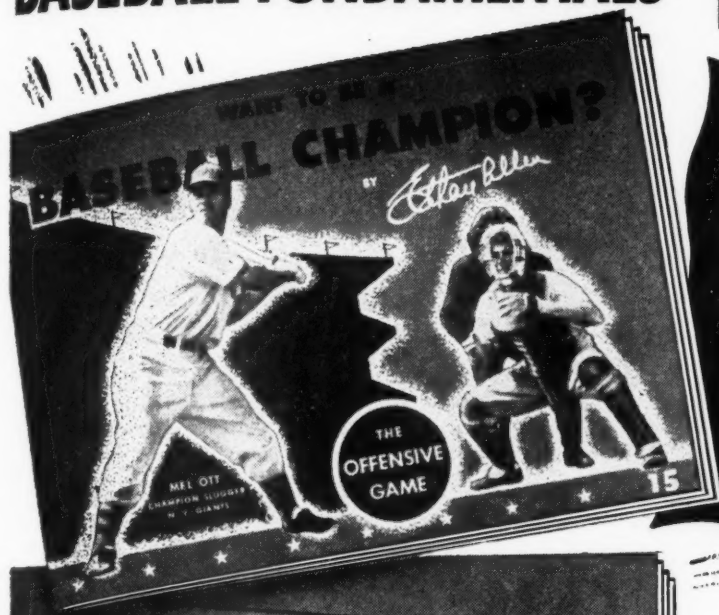
The elbows are held straight, and the arms are raised either shoulder high or upwards as far as possible. Raising the arms sideward will prove more difficult for the boy than the forward movement. In either event, these exercises serve two purposes. They offer a mild form of activity for strengthening the muscles, and serve to increase the range of movement.

Circumduction-Arm Hanging (8): One of the first exercises recommended for the injured shoulder is a rotary movement while the arm is allowed to hang downward from the shoulder. As the trunk is bent slightly sideward, the arm is made to swing freely in a circular manner so that the hand describes a complete circle.

The movement may be done either clockwise or counter-clock-

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wise. It can also be done straight forward, backward, and to the side. This exercise encourages movement in the shoulder joint, and may be accomplished while the arm is still supported by a sling.

One of the mildest forms of shoulder exercises can be practiced while lying in bed (on back). The shoulders are slowly raised and lowered as in "shrugging" them. This requires alternate contraction and relaxation of muscles that elevate the shoulders.

Climb Finger Ladder or Wall-Front and Side (9): The "finger ladder," a board notched at equal intervals on one edge, placed vertically against the wall with the notches to the outside, may be used to advantage in the early stages of treatment to increase movement in the shoulder joint. If you haven't a finger-ladder, use the side of the wall.

Starting with the arm bent while either facing the ladder or wall or with the injured side toward it, the forefinger is placed low upon the ladder or wall. The arm is then slowly "pulled" upward by alternately moving the forefinger and second finger to successive notches of the ladder or wall.

The ladder or wall is thus climbed by the fingers as high as the injured shoulder will permit. The arm is then lowered in the same manner. Each day additional height should be attempted until maximum elevation is obtained.

Slide Towel Behind Neck—Back and Forth (10): A simple exercise which can well be suited to the needs of the individual is done by grasping a towel, a hand near each end, and placing it behind the neck. The towel is then moved alternately from right to left.

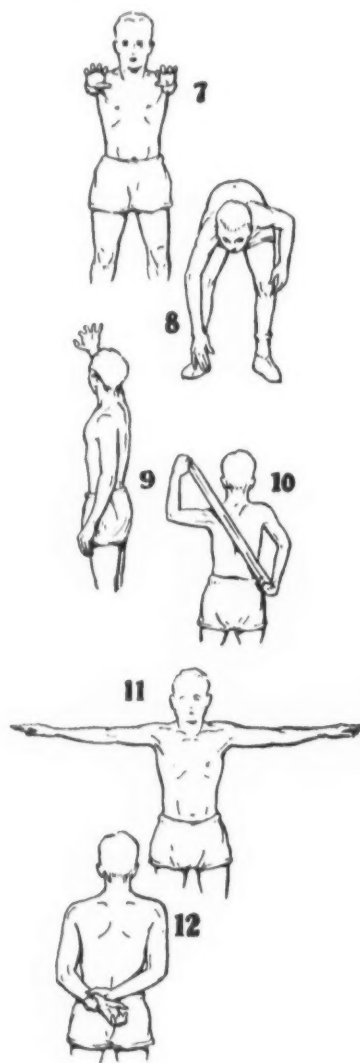
The range of movement can be increased or decreased to suit the needs of the individual by adjusting the position of the hands on the towel. Likewise the amount of resistance can be increased or decreased by the individual as he sees fit. The head should be held erect throughout the exercise.

Shoulder Roller (11): The "shoulder roller" is another simple form of exercise to assist in bringing back the normal movement in the shoulder. It can be done with arms stretched to the side shoulder high, elbows straight. The arms then describe small complete circles, either forward or backward. The movement should involve the entire arm and not just the forearm.

Internal Rotator (12): Another exercise for encouraging rotation of the shoulder joint is accomplished by starting with the palm of the

hand on the back of the neck. The hand is then lowered sideward rotating the arm and bringing the back of the hand in contact with the buttocks or lower back. If considered desirable, the arm may be pulled upward by the opposite hand.

Wall Weight Exercises—Elbows stiff, front, back, side. All exercises of this nature involve the movement of the shoulder joint. While they are primarily resistive exer-



Shoulder Exercises

cises, the amount of resistance can be increased or reduced by adjusting the weights to suit the needs of a particular individual. Also, these exercises can be done in a rhythmic manner. The range of movement of the shoulder joint is increased by the exercises demanding long sweeping movements which are necessitated by raising the arms above the head.

Push-Ups are excellent forms of exercises for developing strength and increasing the movements of the shoulder joint.

Rope Skipping—in which the boy uses a full arm circle is recom-

mended to help increase the range of movement in the shoulder. This activity is also excellent as a general conditioner. The rope may be swung either forward or backward.

Punching the Bag—This is another activity that is recreational in nature. It is likewise considered of value in strengthening the muscles of the shoulders and arms, not only from the standpoint of performing the striking movements, but also from the necessity of holding the arms in a raised position during participation. It is also helpful in increasing movement in the shoulder joint.

Basket Shooting—This activity is familiar to most boys and it is enjoyed by them. The activity involves movements which can be mild or strenuous. Range of motion and strength of muscles can be increased.

Swimming offers a wide range of body movements. The arm movements required naturally involve the use of the shoulder muscles and require the movement of the shoulder joint to a greater or lesser degree.

The amount of work can be varied to a considerable degree by the type of particular stroke prescribed. For example, the leisurely sweeping movement of the breast stroke, while it requires a wide range of movement in the shoulder joint, is not as severe as the arm movement in the crawl stroke. Nevertheless, the exercise prescription will perhaps be different for different individuals.

For the individual who enjoys swimming, the therapeutic value is enhanced by the recreational nature of the activity.

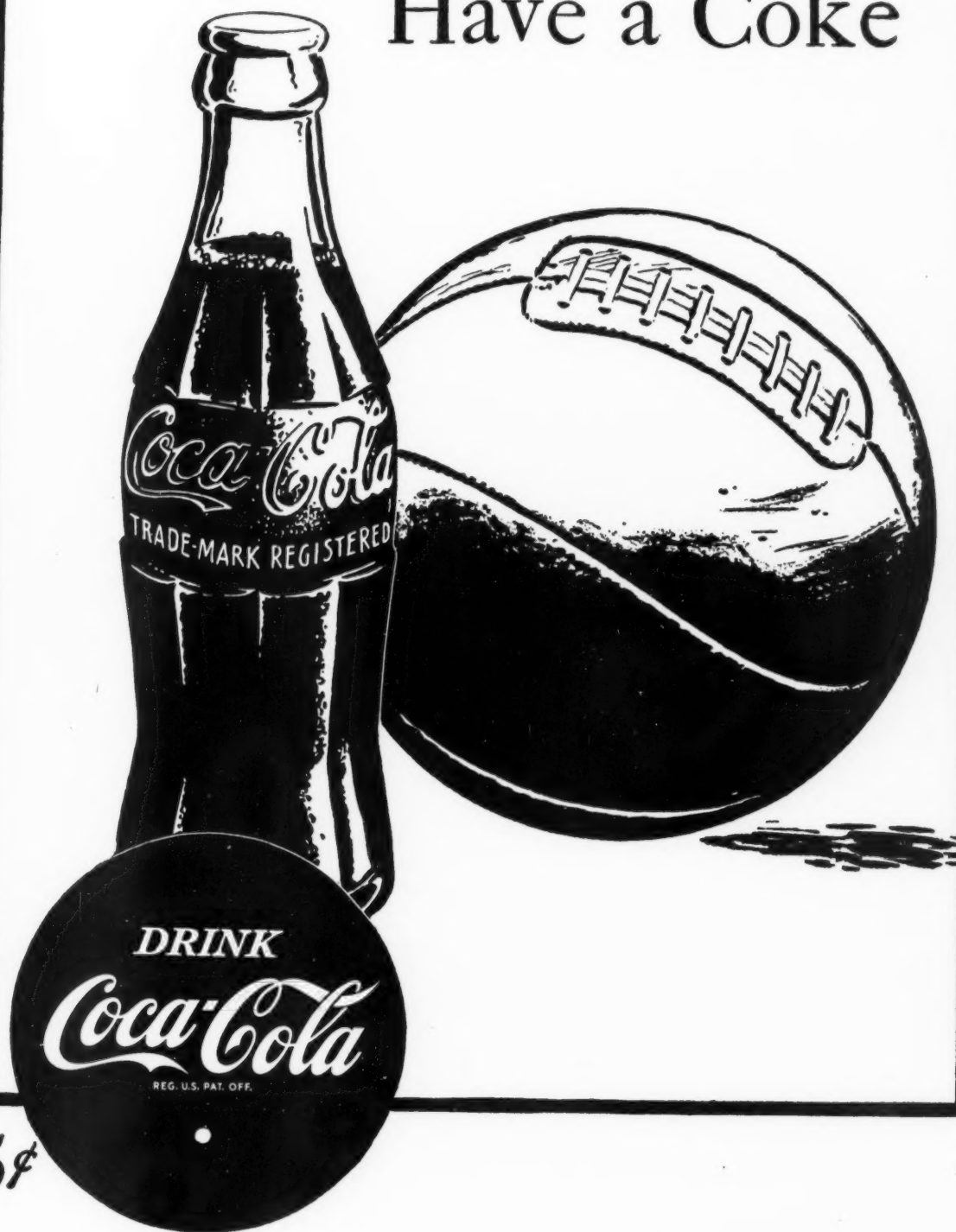
Grass drills play an important role in the prevention of injuries in football. They strengthen the muscles and physiological processes, thus increasing motor efficiency. The sharpening of the neuromuscular mechanism, in turn, tends to reduce injuries.

The length of the drills depends upon the time of the season and the condition of the squad. As a rule, they should be conducted until the boys begin to sweat. But they should not be too prolonged or you may find the players spending their energy and becoming fatigued to no good purpose.

On warm and rainy days, the sessions should be curtailed. Rain softens the field, makes the ball heavier, and soaks the equipment.

A. J. (Duke) Wyre, assistant professor and head trainer at the U. of Maryland, prepared this comprehensive tract for *The First Aider*, the excellent broadsheet for trainers put out by The Cramer Chemical Co.

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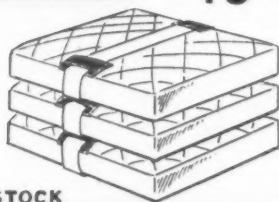
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NEW BOOKS

- **WINNING BASKETBALL** (Successful Offenses and Defenses). Compiled and edited by Ray Welsh. Pp. 144. Illustrated—diagrams. Minneapolis: Burgess Publishing Co. \$2.50.

THE author, a former high school man now coaching at State Teachers College in East Stroudsburg, Pa., has done a fine job of compiling and editing the offenses and defenses of 80 championship high school and college coaches.

Such famous coaches as Clair Bee, Chick Davies, Adolph Rupp, Ed Diddle, Cliff Wells, Dave MacMillan, and a host of others are represented in this play anthology. Each man has contributed several pet plays from his system. Practically everything in the way of offense and defense is thus covered.

The book has greater diversity than would be possible if it were prepared by a single writer, and offers many possibilities which may be incorporated into one's own system.

Besides the enormously helpful contributions, the author has included several original chapters on fundamentals, drills, zone defense, attack against a zone, center-jump formations, and outside-ball plays.

All of this information is solidly sound and extremely well presented. All in all, the book contains 303 diagrammed set-ups. It offers a handy reference for all types of basketball coaches.

- **RECREATION THROUGH COMPETITION.** By Ernest L. Damkroger. Pp. 125. Illustrated—photographs and drawings. New York: Association Press. \$2.50.

THIS book presents a practical, workable procedure for setting up a coordinated community recreation program based on competitive activities.

After presenting his philosophy of recreation, the author tells how the program set forth in his book came into being on the Island of Maui (Hawaii), where he is director of recreation for the Alexander House Community Assn.

He then proceeds with a plan for the organization of similar programs in other communities, a detailed calendar of activities, and statements of the principles and regulations necessary for executing such a program.

A chapter is devoted to the training of officials in specific sports, and attention is given to schedule-making, promotion, publicity, and the question of awards. A final chapter deals with the responsibility of the schools in promoting a coordinated community recreation program based on competitive athletics.

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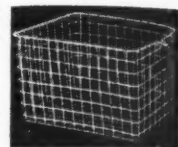
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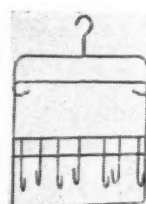
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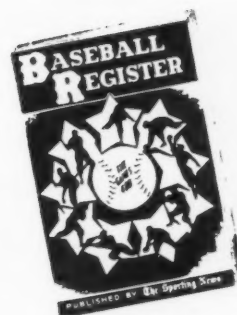
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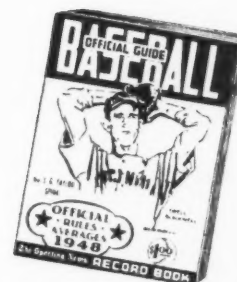
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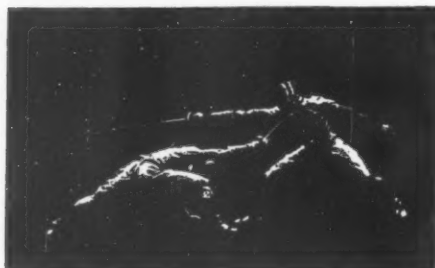
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Health Education

By **ALFRED W. PULLANO**

A former Rhode Island St. College athlete, Alfred W. Pullano is currently a teacher-coach at East Haven High School, Cranston, R. I.

ALTHOUGH the spotlight is now trained on our educational system, it is not focused sharply on the high school physical education and health program. A vast amount of ignorance and prejudice still exists among our educators and even our coaches.

The truth is: Most educators and coaches have overlooked the first principle of education, which is health.

To clarify the situation, the writer will attempt to answer some of the vital questions now confronting men in the field.

Should the first cardinal principle of education, "Health," be given either lip-service or the same status as the cardinal principle, "Command of Fundamental Processes?"

Obviously, health and academic subjects are both needed by our students.

Does our present program meet our students' health needs?

Emphatically not! A limited interscholastic program for the few students is inadequate. The general one hour of physical education for the many students is less than inadequate; it is a waste of time and money.

What is the aim of a good health or recreational program?

A sound recreational program should meet each student's physical, mental, moral, and emotional needs.

Will sports meet these health aims?

Sports, more than any other recreational activity, best challenges one's physical, mental and emotional resources. Sports, nourished by Christian principles, are excellent moral vehicles to teach such things as teamwork, the will to win fairly, and sportsmanship to Americans of all races, creeds and personalities.

Do sports have merits other than student health?

Sports, as a strong deterrent to crime, fit into our communities' attempts to combat juvenile delinquency. Sports reduce disciplinary problems by making students eager to go to school; create school spirit and loyalty and thereby help bind the students, alumni, school, parents, and community; help promote

better scholarship, since athletes are required to pass at least three major subjects; develop leadership; and fit into our nation's preparedness program.

It is interesting to note that athletes had the least number of psychological breakdowns during the past war. Can this be a reason for the large sports program adopted by our armed forces?

Should recreation be based upon interscholastics, intramurals, or both?

An enlarged interscholastic program alone will not meet the needs of every student. Intramurals alone will quickly die without the support of interscholastics. When, for example, East Haven instituted football and enjoyed its first athletic year in some time, even the girls clamored for intramurals.

Aside from this fact, it can be argued that 15 years ago intramural basketball would not have generated the same enthusiasm as today, because intercollegiate and interscholastic basketball was not then generally popular. Interscholastics and intramurals are mutually inclusive and need each other to fill each student's health need.

What is the importance of good teacher-coaches to recreation?

Good teacher-coaches and recreation go hand in hand, for continuously poor, dispirited athletic teams will cause dissatisfaction and infect the entire athletic program. Furthermore, coaches exert such a strong influence on the boys under them that only men with high educational standards should be employed as coaches.

Are interscholastics, as currently conducted, a commercial side-show; extra-curricular or fully curricular?

Since the financial profit from major sports is ploughed back into student recreation, and not into the pockets of any individual or group, interscholastics are non-profit in objective and, therefore, are not

strictly a commercial side show.

At present, interscholastics generally straddle the educational fence; they are too large to be called extra-curricular and too limited in recreational activity and concept to be fully curricular. Only when the educators and the coaches fully understand the true concept of interscholastics and intramurals, and adequately meet each student's recreational needs, can interscholastics be given their rightful educational place.

Will the recognition of recreation and the adoption of sports lift coaching standards?

It will, for coaches will more deeply feel their duty to the students the school, the community, and the nation. This sense of duty cannot be felt when sports are merely an extra-curricular activity and/or or a commercial side show.

If interscholastics are fully educational and coaches are essential to the success of the sports program, how can teacher-coach schedules and salaries be arranged simply and equitably.

Each sport may be classified according to working time required and pressure exerted on the coach, then weighed against similar elements in the straight academic subjects. This will enable each high school to adapt its teacher-coach salaries and schedules to its straight teacher salary standard.

For example, a conscientious head football coach spends almost three-fourths as much time on football as a straight teacher does on academic subjects. If the school's minimum salary is \$2,000 then the time and pressure of a beginning head football coach should be worth about \$1,500.

NIGHT-TIME SPORTS

Are night games an evil?

The current popularity of night games has encouraged new outbursts against interscholastics, which again are false and misdirected. One absurd charge is that the sun is needed in a wholesome sport. Another charge is that artificial lights are harmful to the players.

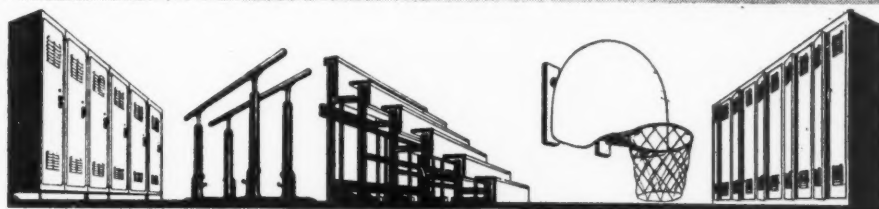
In the writer's four years of college football practice, under lights much worse than those now played under, no physical harm whatever was noted.

We are told that night games are not healthful because they are played in damp and chilly weather. But day games are also played in damp, chilly and even drizzly

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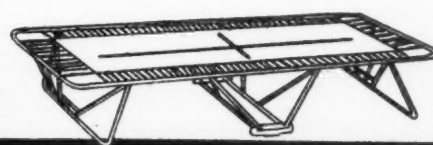
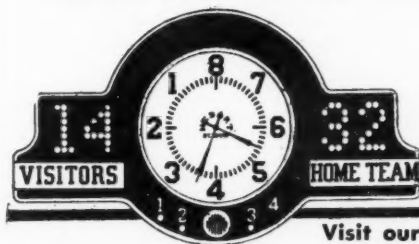
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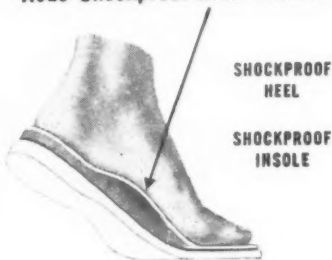


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weather. Moreover, cool weather is ideal for football.

Some people try to lay the admittedly few abuses of student drinking, rowdiness, vandalism, and crowd unruliness on the doorstep of night games. It should be common knowledge that these things are also true of day games. Logically then, we should abolish all forms of athletic because some people misbehave. While effective control of school games can and should be perfected, let us not burn down the house to get at the rats.

If interscholastics are necessary for the health of the student, should scholastic eligibility rules continue to be made more stringent?

The basic purpose of eligibility rules is to eliminate tramp athletes. When you go beyond this purpose, you force interscholastics to underwrite scholarship and thus make recreation a privilege for academic success rather than a basic student need.

Is there any conflict between scholarship and interscholastics?

The conflict is fictional; experience proves that afternoons, even if not devoted to sports, are not used by students for study. On the contrary, scholarship is supported by interscholastics, since athletes must pass at least three major subjects.

Can an enlarged sports program be immediately adopted by our schools?

Unfortunately, the neglect of recreation has caused a lack of recreational facilities. However, the most important step can be taken immediately. Interscholastic and intramural sports can be started; teacher-coach salaries and schedules adjusted; and good teacher-coaches selected.

As money becomes available, the recreational facilities can be gradually enlarged and additional teacher-coaches selected. It is important to note that, if our schools could immediately finance an enlarged sports program, the cost of recreation would be incomparably less than the cost of scholarship.

Once recreation is enlarged, the program will become largely self-supported from the proceeds of the major sports. Ultimately, the nation's reduced crime bill alone will more than repay even the relatively small initial investment.

Are there any high school systems which have successfully adopted the proposed program?

Although there may be some, the writer, unfortunately, knows of none. The Class C high school in Concord, Mass., has recently en-

(Concluded on page 69)

"Here Below"

(Continued from page 5)

We think it would also do a lot to ameliorate another atrocious situation, that which occurs in the closing moment of practically every tight ball game, where the offense is trying to freeze the ball and the defense is doing everything but commit murder to gain possession.

The present rule gives the fouled team the option of taking the shot or waiving it to retain possession.

We don't think it has worked very well. Practically every close game we've seen degenerated into a farce in the closing minutes. Permitting the fouled team to take the charity toss and retain possession at the same time, will most definitely clean up the mess.

The proposal does seem a little drastic, however. Maybe a compromise rule could be worked out. How about letting the fouled team keep possession only if the free throw is missed? Wouldn't that discourage fouling and at the same time work less hardship on the fouling team?

Or how about adopting the rule only for the closing three minutes of play? The catch here, however, is that while the rule would reduce the wild melees at the close of tight games, it wouldn't reduce the fouling nuisance over the entire course.

Take it away, Mr. H. V. Porter!

A BIG DAY FOR WILLIE SIX

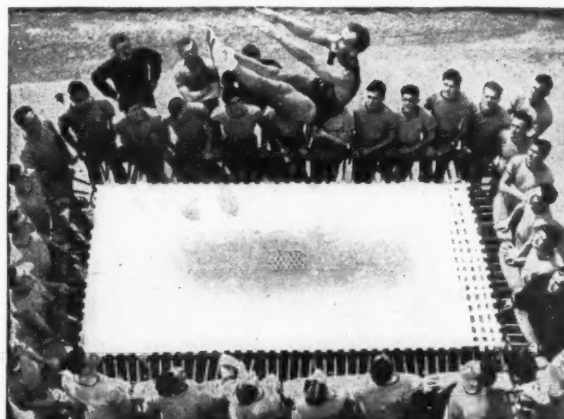
THE following gem appeared in the *New York Times* towards the close of the past football season. Ordinarily this would date the piece. But the caliber of the writing and the sentiment underlying it defy any date-lines. We're reprinting it here because we know it will make you feel a little better.

He was born Willie Sims, but his name now is Willie Six. Willie had a pretty nice time the day of the big football game down at Sewanee in Tennessee. It didn't start out so good. It was cold and rainy and the old man had twinges of rheumatism. Worst of all, at 61 he was quitting his beloved job after thirty-nine years. But it certainly ended up fine.

Willie Six is a trainer of athletes. In his time he has sent at least 3,000 of them onto the playing fields, all in the prime condition only his devoted care could give them. Most of them won their coveted university letter and some won fame.

Willie never won anything much but friends and a number, the familiar "6" he wore on his jersey thirty years ago. But at Sewanee it is an honored number. And over the week-end a lot of his old football

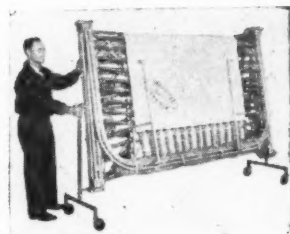
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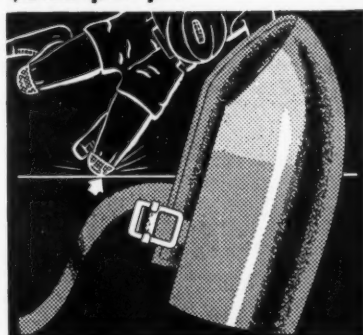
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GILMAN, CONN.

heroes came back to greet him. He could call all fifty by name. They gave him a plaque signed by the vice chancellor and (6 being a lucky number, too) a bunch of folding money.

Though Willie had never thought of it that way, they told him he had made his life a real ministry of loving, selfless service. One and all they joined in saying "You're a better man than I am, Willie Six." It is not likely Willie ever heard of Gunga Din. But the boys sounded mighty nice and kind. It made him feel good.

After all, he had worked right hard. He remembered how, as a young fellow, he had started on a morning job with the gang building the chapel. In the afternoon he got to helping out the football coach. All he had to do was report at the gym, fire the furnace, clean up, lay out and repair uniforms and equipment, rub and bandage the teams, bank the furnace, lock up, and, often without supper, start on a round of the dormitories to massage injured players that sometimes ended only at midnight.

Saturday, though, he quit earlier. Yes, sir, it had surely been a wonderful day. There wasn't a prouder Negro or a justly prouder man in all Tennessee.

THE MASTER COUPON

AS you probably know, the Master Coupon which always appears on the last two pages of *Scholastic Coach* offers you an excellent way of obtaining a helpful assortment of literature, free samples, or detailed information on the majority of products advertised in this magazine.

Judging by the way these Coupons pour in on us every month, most of you are availing yourself of this service, and it makes us happy to be able to offer it to you.

To improve this service still more and to assure you of faster delivery, we have a suggestion to make. Will you please select the free materials personally and not delegate the responsibility to an assistant?

It may also help to refer back to the advertisement (the page number appears after each advertiser's listing in the Master Coupon), before checking an item, so that you will be sure to get the type of service you want.

We thank you.

CATALOGUE ON SPORTS NETS

COACHES contemplating the purchase of sports nets will find an excellent source of reference in the new catalogue put out by the American Net and Twine Division of The Linen Thread Co., Inc. Entitled *Gold Medal Sports Nets*, this large, attractive catalogue illustrates a multifarious line of high-quality nets and describes all the vital details such as size, basic materials, etc. The reader will be sure to find just what he is looking for. For your free copy, check the "Linen Thread" listing in the Master Coupon on page 71.

National Honor Roll

(Continued from page 44)

880-YARDS RELAY

Jefferson, Los Angeles	State	1:28.9
North, Des Moines	State	1:29.2
Redondo, Cal.	State	1:29.2
Jordan, Long Beach	State	1:29.7
Oak Park, Ill.	State	1:30.1
New Trier, Winnetka	State	1:30.3
Springfield, Ill.	State	1:30.8

ONE-MILE RELAY

Corpus Christi, Tex.	State	3:24.6
Austin, Tex.	State	3:25.4
Chester, Pa.	State	3:26.2
Anderson, Ind.	State	3:26.7
Lew Wallace, Gary	State	3:28.1
Memorial, Brooklyn	Boys'	3:29.2
Scott, Toledo, O.	State	3:29.6
Ames, Iowa	State	3:29.8

Getting the Range

(Continued from page 24)

us some much needed assistance. Since then the Lakewood Club has stayed on and is making its headquarters with us.

Many educators have asked if rifle marksmanship pays from the standpoint of education. I believe it does. There are three reasons for the above statement:

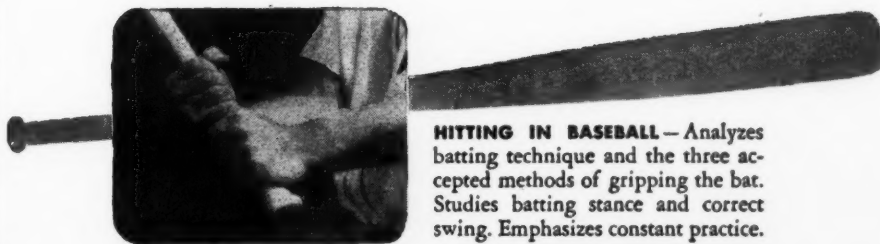
(1) It gives those physically handicapped and less rugged individuals a chance to excel; (2) it will tame the most incorrigible and unreasonable bullies; and (3) it is a splendid tonic for a "case of nerves."

I know of no other sport that has a greater opportunity for building good citizenship. Good rifle sportsmanship rules are identical to good citizenship.

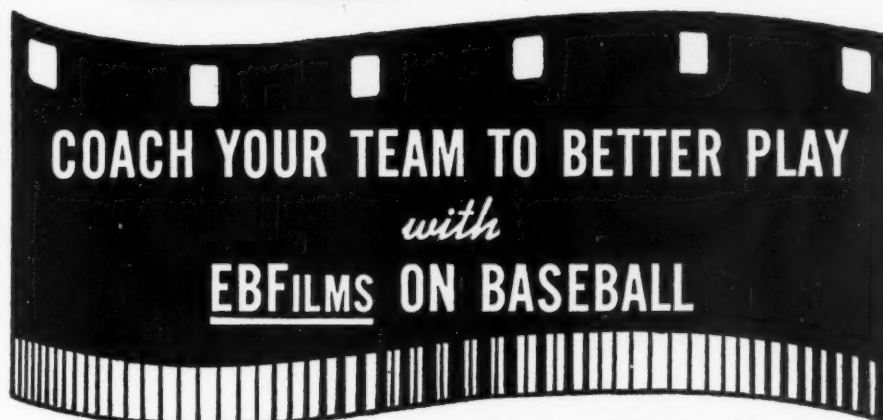
It may also be pertinent to add that the sport is perfectly safe. There has never been a serious accident on a range supervised by an accredited N.R.A. instructor!

My greatest regret is that few educators and adults recognize the value of a shooting club in their school or the school which their youngster attends. If they do, they are unwilling to exert enough effort to do something about it.

A science teacher and junior rifle instructor in the Harding Junior High School (Lakewood, Ohio), Charles L. Russell is also a member of the Lakewood Rifle and Pistol Club, and does gunsmithing on the side. He is listed as an Expert Rifleman in the current NRA Classification Book. His unusually stimulating article appeared originally in the December, 1947, issue of *The American Rifleman*, official journal of the National Rifle Association of America.

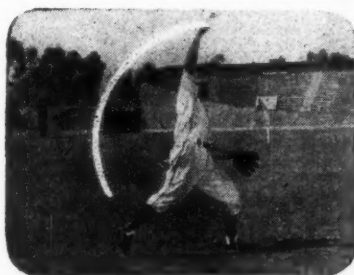


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Other EBFilms on Athletics

Plan to see these related EBFilms. Titles include: Dashes, Hurdles, and Relays; Distance Races; Weight Events; Jumps and Pole Vault; Ball-Handling in Football; Blocking in Football; Tackling in Football; Ball-Handling in Basketball; Defensive Footwork in Basketball; Shooting in Basketball.

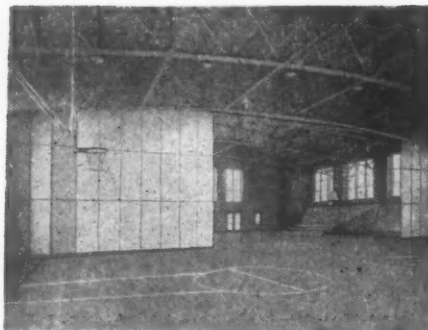
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National Federation Annual Meeting

Reported by H. V. PORTER

A RECORD number of states—39—were represented at the annual meeting of the National Federation in Biloxi, Miss., on January 6-10. The program embraced every vital aspect of the high school athletic field and was purposely made flexible enough to permit a maximum amount of time for informal conferences and discussion so that a healthy exchange of ideas and experiences could be assured.

Andrew D. Holt, secretary of the Tennessee Education Association, as main speaker at the first general session, emphasized the results which can be obtained through statewide and nationwide teamwork in school athletic activities.

He outlined some of the things which he, as a parent, hopes the school athletic groups will do in the way of building character, health, and proper attitudes. His address was thoroughly enjoyed and provided an inspiration for continued efforts in the direction of a wholesome athletic program on a local, statewide, and nationwide basis.

Secretary John K. Archer (New York) made a scholarly presentation of a study of needed controls through sanction machinery, in which he was backed up by Secretary H. W. Emswiler (Ohio).

They pointed out that outside organizations are making increasing use of high school teams in programs designed for personal prestige or to raise money for charity.

It was brought out that more than half the states have specific rules concerning such contests and have a limited degree of control. The remaining states possess few such controls. Even in the states which have specific regulations for intrastate contests, there is a weakness in connection with interstate and intersectional games.

A degree of control is provided through the National Federation, but this is greatly undermined by the fact that many states do not have specific rules providing enforcement machinery for violation of interstate rules and policies.

Both speakers urged definite provisions in the state association by-laws to acquaint all member schools with the interstate regulations and to dispel any doubts as to whether each school is expected to adhere to these regulations and to show full respect for the regulations of neighboring states.

It was pointed out that a great number of states have no provision for compelling respect for the regulations and policies in a neighboring state. As an illustration, it is customary for

each state to refrain from participation with any school in a neighboring state when such school is under discipline by its own state association.

In most cases, there is a sort of "gentlemen's agreement" in connection with these matters. But the rules would be greatly strengthened if there was an actual by-law concerning such matters. The same thing applies to certain regulations concerning bowl and all-star contests.

Attention was also called to problems connected with contests which involve distant travel. This matter was discussed and it was the general opinion that athletic trips which consume considerable school time and which are allegedly justified on the basis of "educational travel" are questionable exercises. It was the feeling that, while "educational travel" is a desirable motif, the entire school athletic program will be benefitted by separating this motif from the athletic program.

Both speakers urged that a united front be presented in matters pertaining to sanctions and that the sanction regulations and policies be expanded in line with the proposed amendment which was voted on by the National Council.

Secretary Lyle Quinn (Iowa), aided by Secretary Lafayette Golden (Florida), outlined problems connected with public relations as they apply to activities of the state high school associations.

Attention was called to the good use which can be made of the many publications produced by the state associations and by the National Federation. In every case, these publications are made up in such a way as to call attention to the values of the work being done by the high school groups and to the necessity for continued strengthening of organization in order that the school groups may compete or cooperate on equal terms with other highly organized bodies to insure a degree of unity and teamwork.

Discussion brought out the fact that many means of securing wide distribution and use of these publications are in effect. In some cases, the various publications are supplied to leaders of civic clubs, to school board of control officers, to state legislators, and to others who are vitally interested in the entire school athletic program.

Attention was also called to the great values which can be derived from a properly conducted series of meetings in connection with each of the major sports. For purposes of maintaining wide interest and of hav-

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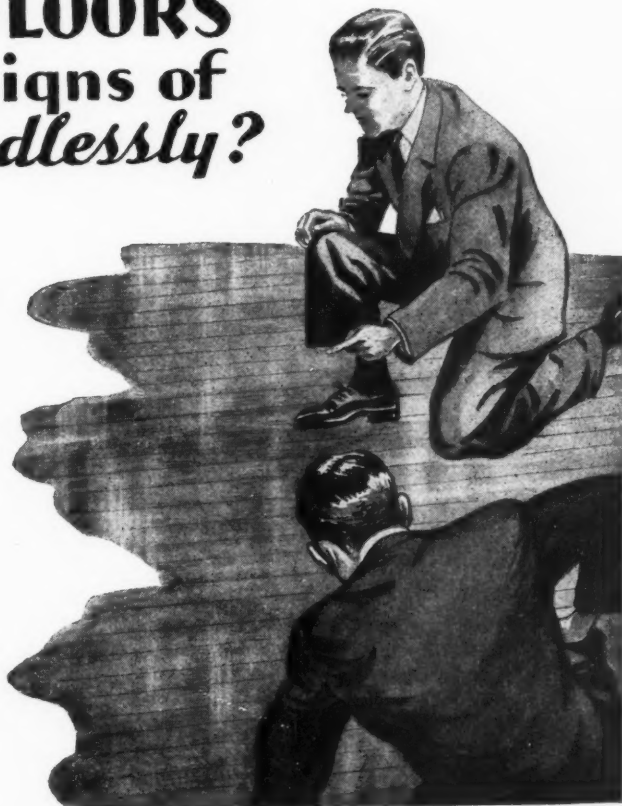


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ing a practical central theme around which to build discussion, it is usually customary to build these meetings around matters pertaining to game administration in football, basketball or baseball.

While this is the thread to provide a degree of unity in the meetings, there is no limit to the number of good things which can be accomplished in the way of good sportsmanship, ethical procedures in coaching and contest management, and similar matters which are vital in interschool relationships.

Attention was also called to the abuse sometimes heaped upon those who pioneer given activities or controls which are unpopular at the time they are introduced. Cases were cited in which a given act by a state executive committee has been vigorously vilified by a promoting organization while at the same time, it has been highly praised in some other area which did not happen to be greatly affected by the outlined limitations.

In this connection, a statement attributed to pioneer William Penn may be in order: "We must not in the course of public life expect immediate approbation and immediate grateful acknowledgment of our services. But let us persevere through abuse and even injury. The internal satisfaction of a good conscience is always present and Time will do us justice."

Secretary George Ayars (Delaware) presented a proposed revision of the girls' athletic policy statement now included in the Federation Handbook. Comments were also made by Miss Ruth Atwell, who attended as a representative of the National Section on Women's Athletics.

After discussion, the group recommended that, since the present statement of policy in the Federation Handbook seems to be quite satisfactory as far as fundamentals are concerned, this be continued as the national policy but with minor modifications in statement to bring it up to date and in accordance with the agreed upon principles as outlined in the various conferences between representatives of the Federation and of the National Section on Women's Athletics.

It was also suggested that there be continued cooperative study of this entire field with a view to adopting more specific standards governing certain girls' athletic activities. This includes girls' basketball which is enthusiastically endorsed in some of the states and greatly limited in others. The discussion included the question of rules and regulations under which girls' athletic activities should be conducted.

The opinion was expressed that attempts should be made to work out a cooperative agreement whereby the high schools will be insured adequate representation in connection with the making of the rules and whereby machinery for proper distribution of rules materials and related publica-



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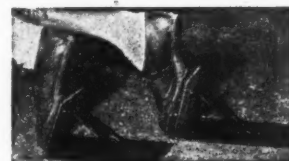
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tions will be insured with reasonable cost to the state associations which assist in such distribution.

Since considerable work along this line has already been done, it was felt that these efforts should be continued with a view to an arrangement which will be mutually satisfactory to the Federation group and to the National Section.

It was also recommended to continue the joint activity started last year through conferences attended by representatives of the Federation and of the National Section. (Tentative plans have been made for a joint conference at the time of the Federation Sectional meeting for the Eastern states in New York on March 24.)

Secretary A. F. Bridges (Tennessee), assisted by Secretary S. F. Burke (Georgia), reported on the status of social security and retirement plans as they affected employees of the state high school associations. Following this report and at succeeding sessions, there was much discussion of this important topic.

There was a general feeling on the part of both state executives and of board of control members that immediate action should be taken in each state to set up machinery for insuring some plan which will give a degree of security to state association employees.

Since the number of employees in any one state is small, means may be found to make state association employees eligible under the state teacher retirement plan. There does not seem to be much chance of making such employees eligible under the Federal Social Security Act.

While one state has official notice from the Federal Internal Revenue Department to the effect that its employees are eligible, and two other states have been paying into the Federal Social Security Fund on recommendation of local collectors, most of the other states have been informed that they are not eligible and can not become eligible. In most of these cases, the opinion of local collectors has been confirmed by opinion from the federal department. Under these circumstances, it would appear that one state is actually covered through this means and two other states hope they are covered since a local collector has advised them to enroll.

The entire status of all the states is receiving further study and contact is being maintained between the Federation office and the Federal Social Security authorities. To date, there is little in these contacts which would indicate any relief through this means. Regardless of what may be done in connection with Federal Social Security, immediate steps should be taken in each state to set up machinery for a retirement plan.

Secretary Albert Willis (Illinois) reported on various tournament devices used in the different states to keep the tournaments attractive, to help insure a friendly spirit among
(Concluded on page 70)

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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

The spitting image of Leo Durocher—that's what they're calling Frenchy Bordagaray, the ex-Dodger star who now manages Greenville in the South Atlantic League. Last summer Frenchy was suspended 60 days for clearing his throat overtly in the face of an adamant ump. Asked to comment on the excommunication, the Durocher disciple shrugged his shoulders.

"I deserved something," he confessed. "But this is more than I expected."

After the Orange Bowl committee had worked six months to arrange the game, sold 59,578 tickets, had a tremendous pageant waiting in the wings, and two great teams in the dressing rooms, somebody discovered that nobody had brought a football! A wild siren rat-race back to town produced a ball and the game was started on time. (We thank Eddie Dow, football coach at Senn High, Chicago, for this item.)

"When Glenn Dobbs boots a ball," reports a pro football fan from the coast, "the pigskin comes down with snow on it."

Boxing's fabulous Mr. Malaprop—Announcer Harry Balogh—popped up with another little cameo of illiteracy the other week in an introduction of light-heavyweight champion, Gus Lesnevich. "Les Gusnevich," Balogh belted, "like good wine, goes on forever."

Football fans in southeastern Michigan are still twittering over the odd finish in the Huron League last season. The eight schools wound up as follows:

	Won	Lost
Flat Rock	7	0
Chelsea	6	1
Milan	5	2
Romulus	4	3
Ypsilanti	3	4
Dundee	2	5
Ann Arbor	1	6
Saline	0	7

To complete the picture, reports Marvin Middlestat, League prexy, no team beat any team which finished above it in the final standings.

A lot of people claim that baseball is popular only because of the free

advertising it gets on the sports pages. Robert Smith, author of the entertaining best-seller, *Baseball*, violently begs to differ. "If that's true," he says, "the next thing you know the boys on the city staffs of newspapers will be taking credit for the success of sex."

Shed a tear for poor Rifle (Colo.) Union High School. Their football team plowed through a 10-game schedule last season undefeated and unscored upon, and yet failed to win its league championship!

"This is how it happened," writes Coach Karl D. Ulichny. "Rifle won six games and played four 0-0 ties. Three of the ties were against the same team, Glenwood Springs. The third tie, however, had to be continued under state play-off rules. The ball was put on the 50-yard line and each team given six plays. Glenwood wound up in Rifle territory and hence won the game and the right to enter the state play-offs. So, despite the fact that we scored 181 points to our opponents' 0 during the season, we were unable to win outright possession of our league crown."

We've seen quite a few basketball players sink more than 35 points in a game. But we have never seen a performance that matched the one Don Forman, of NYU, turned in against Duke last month. Forman, a small, slender forward, sank nine of

his first 12 shots—all from 20 to 30 feet out—without once touching the rim! All in all, he dropped 16 out of 26 shots and converted three charity throws. It could be some sort of record for players under six feet.

Whenever anybody starts talking about how Southern football teams love to rub it into the Yankees, we always whip out an anecdote which dates back to our sophomore year at college.

Our big game that year was against Georgia. Everybody warned us that the Bulldogs were tough—that they loved to mix it with Northern teams—that our game would be a reenactment of the Civil War. Well, we were trounced, something like 47-0. But the Bulldogs played good, hard, clean football. The only guy who put a little extra savagery into his blocking and tackling was a big end named Graham Batchellor.

On the train ride home we agreed that he was probably an unreconstructed rebel who hated us Yankees. Thanks to Graham, at least four of our players brought back souvenirs of the ball game—in the shape of nice big lumps.

Several years later we met a very nice guy at a party, and we sat around talking football—Northern and Southern. We told him about that game against Georgia and how that big tough end had manhandled us.

The fellow smiled. "You don't mean



Ernie Garra in Collier's

"Aw, gee! Coach! You wouldn't want me for a center. Shucks! I'm no good."

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KINESIOLOGY

LABORATORY MANUAL

By **LEON G. KRANZ, M.S.**, *Professor of Physical Education and Chairman of the Department, Northwestern University, Chicago.*

180 Pages

Illustrated

PRICE: \$2.75

Kinesiology is the name given to that division of physical education which deals with the analysis of movement and the prescription of exercise.

The student of physical education should be interested in understanding the activities in which he takes part and which he expects to teach others. How much more interesting his teaching will be if he can see weaknesses and prescribe accurately developmental exercises. He will be able to help those with a low interest level who are easily discouraged because of poor performance. Exercise pre-

scribed for the development of weakened areas should stimulate to conscientious effort and bring about fundamental development necessary to better performance.

Here is a book to help the student in becoming alert to the problems confronting him and his profession—to give him more facility in analyzing physical movements and greater skill in discovering weakness of body with the consequent deterioration and lack of symmetry they present. Physical education teachers will find it useful both in prevention and correction.



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Graham Batchellor, do you?" We looked at him amazed. "Why, yes, how did you know?"

"Very simple," he answered, his grin widening. "Graham happens to be my brother. And I'll let you in on another secret—he comes from Brooklyn!"

"Life has lived up considerably since Jack McWhorter joined our football team," writes T. W. Carpenter, coach at Mineral Wells (Tex.) High. "For example, there's the time I sent a sub in for him. Excited over getting into the game, the sub gasped to the field judge, 'In for McWhorter!' The field judge looked at his watch and replied, 'Who said it's the end of the quarter?'"

"This fall Jack was captain. Before one of our games, the ref asked me for the name and number of my captain. I replied, 'McWhorter.' Before I could give his number, the ref snapped, 'I don't care what he plays. I merely want his name and number!' My boys now call him McQuarter."

We're glad to see that softball is going back to 60-foot base-lines this season. Last year, in an effort to encourage the offense, the rules nabobs shortened the bases to 55 feet. It was downright ridiculous. Imagine trying to make a double play or batting down a hard grounder and throwing a man out at first, with the bases only 55 feet apart. The rule made for hurried, sloppy fielding.

We still think the balance between offense and defense in softball is way out of kilter, and that it's time the pitcher's box was moved back another 5 feet. The situation screams for it, and we can't understand the reluctance of the rules committee to do anything about it. In the 1946 championships, for example, one out of every two games ended in a shut-out and the average total runs scored per game came to something under 4. Can you imagine our baseball legislators letting the defense overwhelm the offense like that!

You fencing men will definitely be interested in the Fencing Clinic being held at the U. of Illinois on February 27-28. A beautiful program of instruction, demonstration, and discussion has been arranged by Maxwell R. Garret, Illini fencing coach. For further details, write directly to Coach Garret at the U. of Illinois, School of Physical Education, Urbana, Ill.

New York's famous sporting goods house—Alex Taylor & Co.—is 50 years old this winter. By way of commemorating the occasion, the Co. has whipped up a nostalgic little broadsheet outlining the sports world as it shaped up in 1897. We were fascinated by such tidbits as: Registered autos in U.S., 16; golf balls per dozen, \$3.50; baseball gloves, \$2.50 each; basketballs, best quality, \$5 each; etc.

Then came this item: "Basketball

stars in the East were mostly pros who played for the gate receipts and they included Nat Holman, Barney Sedran, and Johnny Beckman among others."

Pro basketball in 1897? Why, the game was only invented in 1891, and the first college contest featuring five men on a side (Penn vs. Yale) was played in 1897. And how could Nat Holman, now coaching at City College of N. Y., be playing ball in 1897 when he still hadn't been born? We don't know—maybe Nat had a head-start. Wasn't he always the most Original Celtic of them all?

Offensive Baseball

(Continued from page 12)

pitcher's teammates. They often get discouraged when they are not even given the opportunity to retire a batter.

3. When two or more runs behind or ahead in the latter stages of a game, never gamble. Do not take any chances. Even if ahead, play it safe and make the opposition worry about retiring your side.

When two runs behind, I'd prefer the first man up to get a triple instead of a home run because a runner on third will worry the average high school battery and infield.

I once saw a college team which were three runs behind in the ninth have the first batter retired trying to stretch a double into a triple. This was bad baseball, of course—playing for one run instead of three.

4. With a runner on third in a close game, it is a good policy to send the runner in on nearly any fly ball hit to the outfield. Most high school outfielders are erratic throwers, while most catchers are seldom adept at making quick, sure tags.

The percentage will be with you, depending upon the length of the throw. This is why it is important to study the rival outfielders' pegs in pre-game practice. If the runner decides not to go in after the catch, he should always fake a dash in order to draw a throw.

5. The high school batter should not "umpire" third strikes. If the pitch is pretty close to the corner of the plate, he should go for it. High school umpires have a tendency to give the benefit of doubt to



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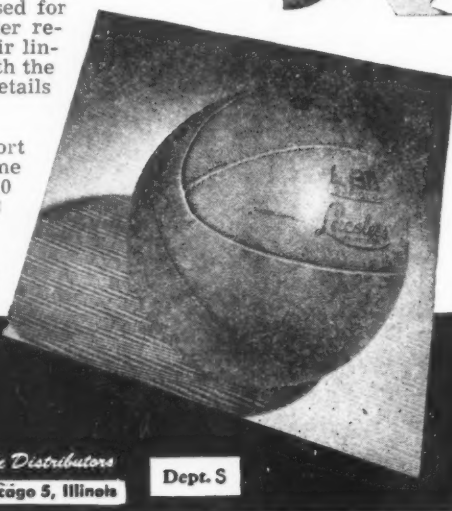
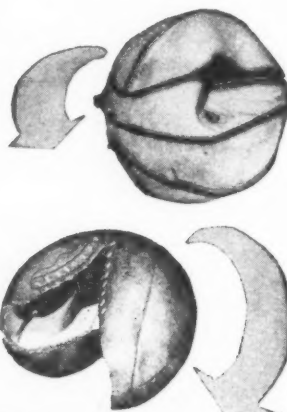
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the pitcher. It is sad to see hitters taking a called third strike, especially with men on base. This does not mean, of course, that the boy should go after bad pitches.

6. With runners in scoring position or whenever the batter drives a long safe hit, the next batter should position himself six feet from the plate and coach the runner coming in, telling him whether to hold up or slide. This will save needless sliding and also prevent the runner from loafing—which many high school runners do.

7. On a hit-and-run play, the runner, as he heads for second, should listen for the crack of the bat, then look for the coach or the ball, so that if a fly ball is lofted he can return to the base instead of being doubled up.

8. Always have the batter run out all fly balls no matter how easy they appear. An extra base may be gained if the ball is dropped—and fly balls are frequently dropped.

9. I always select two substitutes who know the game and who possess quick-thinking ability to aid in the coaching on the base paths. They must learn the signals well, give clear signs to the runners, and encourage the runners and batters with a continual line of chatter. They are constantly impressed with the fact that they are just as responsible for the team's success as are the regulars in the line-up.

10. The best time to hit-and-run is with one out and a runner on first base.

11. When your batters are deliberately taking the first strike, they should frequently fake bunting or hitting so that the pitcher will not deliberately ease the ball over the plate.

12. When runners are attempting to steal, the batter may affect the catcher's handling of the ball by assuming an erect position toward the rear of the batting box.

A fake bunt is an excellent weapon in this situation. In addition to bothering the receiver, it may draw a defensive player out of position.

13. A definite attempt should be made to hit for distance when the bases are empty with two out. When the infield plays in, it is advisable to try to meet the ball rather than take a hard swing.

Ed Staruk, ex-Holy Cross all-around star, is now doing a bang-up job of coaching at Power Memorial Academy (New York City). Although Power hasn't a field or court even to practice on—they must travel for their work-outs—it keeps accumulating championship trophies. In 1946, for instance, Staruk's teams won parochial school championships in football, basketball, and baseball.

Know the Rules

(Continued from page 34)

hit him. When runners are on base, confusion usually results. The batter usually wants to go to first base as a hit batsman and sometimes the runners think they can advance when the catcher doesn't retrieve the ball in time to catch them going to the next base.

Rule 44, Sec. 7 covers the play: "The batsman is out, if, while attempting a third strike, the ball touch any part of the batsman's person, in which case base-runners occupying bases shall not advance, as prescribed in Rule 48, Sec. 5."

Rule 48, Sec. 5 reads: "The base-runner shall return to his base without liability to be put out if a pitched ball at which the batsman strikes but misses, touch any part of the batsman's person."

These are but a few of the many tough plays that an umpire must call during the course of a game. Maybe you can't beat the hours of an umpire's job, but the ump, before he can enjoy "them hours," must put in a night burning the midnight oil over that little rule book.

If the fans, players, and managers would put in just a fraction of this time on the book, the job of umpiring might actually become enjoyable.

Health Education

(Continued from page 56)

larged its interscholastic program under the guidance of excellent teacher-coaches who, incidentally, are adequately paid. They thus come close to fulfilling the recreational needs of all their students. They have found that their enlarged interscholastic program has vastly improved their school system.

The reservoir of recreation stands largely untapped by our educators and coaches. This reservoir can be fully tapped through enlarged sports activities and good teacher-coaches.

The recommended investment in America's most priceless resource, its youth, is so little and will yield so much that the continued ignorance, fear and neglect of high school recreation is tragic—tragic for our youth, who today more than ever before, must be strong physically, mentally, morally, and emotionally to successfully meet today's challenges.



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Annual Meeting

(Continued from page 63)

players and spectators, and to promote orderly administration. Attention was called to certain patriotic activities which accompany some of the tournaments and to devices through which a minimum of ill-will is engendered by the lack of a sufficient number of tournament tickets.

In many of the states, the greatest problem is to appease those who desire tickets and who do not seem to understand there are three or four purchasers for each available ticket. In several cases, it has been necessary for the state associations to arrange for ticket distribution only through member high schools. After a reasonable number of tickets are set aside for the teams which actually participate, this may mean that only from two to five tickets will be available for each member school.

Mention was made of the good possibilities of music by an electric organ. In a number of cases, community singing and directed cheer leading, mixed with music, acrobatics and pageantry, make a fine contribution to the entire program and lend a touch of refinement which raises the entire level of crowd attitude.

A large portion of the Wednesday morning session was devoted to a report on athletic accident benefit plans and to discussions which grew out of this report. This report was based on a study made by a special committee led by O. L. Webb (Nebraska), A. B. Ingam (California) and other members of the committee contributed material and participated in the discussion.

This was followed by informal discussion on a number of topics of mutual interest. These included a discussion of trends in eligibility and contest rules. In several states, membership in the state high school association is limited by constitution to high schools supported by public taxation, so that private schools and endowed schools are not eligible for membership. Under such circumstances, member schools are not prohibited from competing against such non-member schools, but there are certain restrictions in cases where more than two schools participate.

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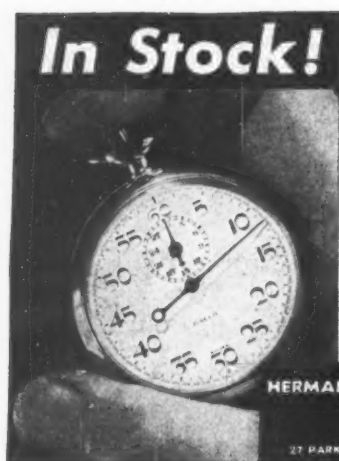
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- ☐ Catalog on Rubber Covered Athletic Balls and Equipment
☐ Illustrated Price List

WAGNER AWNING (39)

- ☐ Information on All-Star Sports Line

WYETH, INC. (27)

- ☐ Information on Sopronol, for Athlete's Foot

YORK BARBELL (17)

- ☐ Information on Barbell Equipment.
See adv. for free offer

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

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